

Special Note

The purpose of the SIG application is to have a clear and understandable picture of the implementation plan that the LEA intends to put into place and accomplish. In order to do this, an LEA may find it necessary to add more narrative to their plan to clearly articulate the ideas represented in the application. Please feel free to add such narrative.

District Name: _____ Romulus Community Schools _____
 School Name: _____ Romulus Middle School _____
 Reviewer Number: _____

Transformation Model		Present?
Develop & Increase school leader effectiveness		
Required Activities	Replace the principal	See page 11
	Include student data in teacher/leader evaluation	See pages 10, 12, 18
	Evaluations designed with teacher/principal involvement	See page 11
	Remove leaders/staff who have not increased achievement	See page 11
	Provide on-going job embedded staff development	See pages 12, 18, 19, 21 , 32
	Implement financial incentives or career growth or flexible work conditions	See pages 17, 32
Permissible activities	Provide additional \$ to attract and retain staff	
	Institute system for measuring changes in instructional practices that result from professional development	See starting page 14
	Ensure that school is not required to accept a teacher without mutual consent of teacher & principal, regardless of seniority	
Comprehensive instructional reform strategies		
Required Activities	Use data to identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards.	See pages 10, 16, 21
	Promote continuous use of student data to inform instructional and meet individual needs of students	See pages 10, 27

Permissible activities	Conduct reviews to ensure that curriculum is implemented with fidelity and is impacting student achievement	See page 11
	Implement a school wide Response to Intervention model	See pages 10, 16
	Provide PD to teachers/principals on strategies to support students in least restrictive environment and English language learners	See page 30
	Use and integrate technology-based interventions	See pages 22, 23
	In Secondary Schools	
	Increase rigor (AP, IB, STEM, and others)	See pages 25, 47
	Summer transition programs or freshman academies	See pages 27, 47
	Increase graduation rates through credit recovery, smaller learning communities, and other strategies	
	Establish early warning systems to identify students who may be at risk of failure	See pages 10, 27
Increased Learning Time and Creating Community Oriented Schools		
Required Activities	Provide increased learning time	See pages 12, 23, 24, 25, 40
	Provide ongoing mechanisms for family and community engagement	See pages 12, 27
Permissible activities	Partnering with parents and other organizations to create safe school environments that meet students' social, emotional, and health needs	See pages 16, 12

	Extending or restructuring the school day to add time for strategies that build relationships between students, faculty, and other school staff.	See pages 16, 27
	Implementing approaches to improve school climate and discipline	See page 16
	Expanding the school program to offer full-day kindergarten or pre-kindergarten	
Providing Operational Flexibility and Sustained Support		
Required Activities	Provide operational flexibility (staffing, calendars/times/budgeting) to implement comprehensive approach to substantially increase student achievement and increase	See pages 13 23
	Ensure that school receives ongoing, intensive TA and related support from LEA, SEA, or designated external leader partner or organization	See pages 14, 16
Permissible activities	Allow the school to be run under a new governance arrangement	
	Implement a per pupil school based budget formula weighted based on student needs	

LEA Application Part I

SIG GRANT--LEA Application

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of Applicant: Romulus Community Schools	Applicant's Mailing Address: 36540 Grant Road Romulus, Michigan 48174
LEA Contact for the School Improvement Grant Name: Daniel L. Hurst Position and Office: Director of Curriculum and Instruction Contact's Mailing Address: 36540 Grant Road, Romulus, MI 48174 Telephone: 734-532-1642 Fax: 734-532-1611 Email address: dlhurst@romulus.k12.mi.us	
LEA School Superintendent/Director (Printed Name): Carl J. Weiss	Telephone: 734-532-1610
Signature of the LEA School Superintendent/Director: X_____	Date: August 16, 2010
LEA School LEA Board President (Printed Name):	Telephone: 734-532-1610
Signature of the LEA Board President: X_____	Date: August 16, 2010
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

GRANT SUMMARY

Di District Name:

District Code:

ISD/RESA Name:

ISD Code:

FY 2010

School Improvement Grant – Section 1003(g)

District Proposal Abstract

For each of the models listed below, indicate the number of Schools within the District/LEA intends to implement one of the four models: attach the full listing using form below in Section A , Schools to be Served, and the criteria for selection as attachments to this grant.

- Close/Consolidate Model:** Closing the school and enrolling the students who attended the school in other, higher-performing schools in the district.
- Transformation Model:** Develops teacher and leader effectiveness, implements comprehensive instructional programs using student achievement data, provides extended learning time and creates community-oriented schools.
- Turnaround Model:** Replace principal and at least 50% of the staff, adopt new governance, and implement a new or revised instructional model. This model should incorporate interventions that take into account the recruitment, placement and development of staff to ensure they meet student needs; schedules that increase time for both students and staff; and appropriate social-emotional and community-oriented services/supports.
- Restart Model:** Close the school and restart it under the management of a charter school operator, a charter management organization (CMO) or an educational management organization (EMO). A restart school must admit, within the grades it serves, any former student who wishes to attend.

LEA APPLICATION REQUIREMENTS

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

From the list of eligible schools, an LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school. Detailed descriptions of the requirements for each intervention are in Attachment II.

Note: Do not complete information about Tier III at this time.

<u>SCHOOL NAME</u>	<u>NCES ID #</u>	<u>TIER I</u>	<u>TIER II</u>	<u>TIER III</u>	<u>INTERVENTION (TIER I AND II ONLY)</u>			
					<u>turnaround</u>	<u>restart</u>	<u>closure</u>	<u>transformation</u>
Romulus Middle School	<u>06678</u>		<u>X</u>					<u>X</u>
Romulus Community Middle High	<u>09025</u>			<u>X</u>				

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant.

LEA's are encouraged to refer to their Comprehensive Needs Assessment (CNA) and District Improvement Plan (DIP) to complete the following:

Provide a narrative description following each of the numbered items below for each school the LEA plans to serve with School Improvement Grant funds.

1. For each Tier I and Tier II school that the LEA commits to serve, the LEA must:

Describe the process the LEA has used to analyze the needs of each school and how the intervention was selected for each school. (Detailed descriptions of the requirements for each intervention are in Attachment II.) The LEA must analyze the needs of each Tier I, II or III school using complete and consistent data. (Attachment III provides a possible model for that analysis.) (Note: Do not complete analysis for Tier III at this time.)

Romulus, located in Wayne County, is home to Detroit Metropolitan Wayne Airport. The city is the most western community in the downriver area of Wayne County. Romulus has a population of 22,979. The racial makeup of the city is 65.36% white, 29.99% African American, .59% Asian, .54% Native American and 3.52% other races. There are 8439 households with 46.5% married couples living together, 18.5% have a female householder with no husband present, and 29.6% were non-families. The median income for a household in the city is \$45,088.00, and the median income for a family was \$51,497.00. About 10.6% of families and 12.6% of the population were below the poverty line, including 16.8% of those under age 18.

The Romulus Community School District serves and educates the children in the city of Romulus and other communities. Due to increasing budget cuts and declining enrollment, the district has had to repurpose two of the six elementary schools. Beginning with the 2010-2011 school year, the district will be comprised of a high school (Romulus Senior High School), a middle school (Romulus Middle School), four elementary schools (Barth, Halecreek, Romulus, and Wick), and an alternative school (Romulus Community Middle/High School). Grade levels were reconfigured, placing sixth graders at the middle school. The four elementary schools will house grades K-5, while the middle school will house grades 6-8. The middle school will have an enrollment of eight hundred fifty seven students, 75% African American and 25% Caucasian. Of the eight hundred fifty seven students, 70% are on free or reduced lunch.

All buildings in the district are accredited through AdvancED. Romulus Middle School, has adhered to the AdvancED Standards and Policies. This process was used to analyze the needs of the school, and from the process, the transformation model for school improvement was selected. Each school completed a Self Assessment (SA), which is designed as a tool to assist the schools in identifying areas of strength and opportunities for improvement, as well as preparing for an upcoming Quality Assurance Review (QAR). The SA is based on the seven AdvancED Standards, Vision and Purpose, Governance and Leadership, Teaching and Learning, Documenting and Using Results, Resources and Support Systems, Stakeholders Communication and Relationships, and Commitment to Continuous Improvement. The staff of each school worked as a team in their respective buildings to review all data available, which included, perception data (surveys), academic achievement data (Local, State and National Assessments), and behavioral data (referrals). Each building had a NCA/SIP facilitator that led the staff through the process.

Data used to identify the middle school's academic needs included: MEAP, Explore, Northwest Evaluation Association (NWEA) and local assessments. A three year trend study of data on the MEAP indicates 8th grade students dropping in math proficiency from 67% (2007) to 59% (2008) and 61% (2009). Students with disabilities scored 18% (2007), 22% (2008), and 12% (2009) for math proficiency. Students with disabilities in reading scored 21% proficiency in (2007), 16% (2008), and 38% (2009). Seventh grade reading proficiency was 56% in 2007, 73% (2008), and

66% (2009). Students with disabilities scored 19% proficiency for reading in (2007), 38% (2008), and 13% (2009). An academic achievement gap continues between African American, Caucasian, and Economically Disadvantaged students as well. The 2009 MEAP math data reflects an achievement of 19% in proficiency between African American students (55%) and Caucasian students (74%). Economically Disadvantaged students had a difference of 24% in math (55% proficient as compared to 79% proficient for Non-Economically Disadvantaged). Reading in 7th grade showed similar gaps.

Describe how the LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected. (Data and process analysis to assist the LEA with this application may be found in the Sample Application (Attachment III) for each school and in the District Improvement Plan (Attachment IV). In the Rubric for Local Capacity, (Attachment V) local challenges are indicated by the categories "getting started" or "partially implemented."

"High Expectations, High Achievement, Everyone, Everyday" is the vision statement for Romulus Community Schools (RCS) and the cornerstone for the transformation model being implemented. RCS and its Board of Education are committed to assist the Tier II Romulus Middle School (RMS) and the Tier III Romulus Community Middle/High School (RCMS) to fully implement the proposed Michigan Transformation Model.

It is the expectation of RCS that the transformation model be pervaded throughout our schools and become the cultural competency, allowing for awareness of the impacts on student achievement. Our transformational leadership team will align local district objectives to those of the state of Michigan GLCE's, rallying the school, parents and community stakeholders around the common district goals as well as the specific achievement goals of our Tier II and Tier III schools. RCS is committed to the support of all transformation school improvement strategies, focused and specific with professional development aligned to provide expertise in each identified area of need in our Tier II and Tier III schools.

RCS will ensure that the building leadership will be strong by providing operational flexibility to implement the reforms stated in this document. Our efforts will be sustained and full support will be given by all levels of the district leadership team to the Transformation Team. RCS is committed to providing evidence-based practices that incorporates (a) a process for universal screening, (b) ongoing progress monitoring that drives instruction at the student level and monitors instructional implementation, (c) an explicit, district-level, and student-level action plan, (d) time for data analysis, evaluation, and use, (e) multi-tiered differentiated interventions, and (f) a flexible, data-supported decision making process that is transparent and includes evidence-based measures of student achievement. All building and district level administrators are evaluated annually. As is stated above, student achievement and program effectiveness all play in to these annual evaluations. Prior to this year, teachers have been evaluated every three years, however beginning this fall; all teachers will be evaluated annually. One of the components of the evaluation instrument (Domain 3) focuses on student achievement and the use of data to drive instruction. Specific instruments used for reviewing achievement include; CLASS A, MEAP, EXPLORE, Common Assessments and the Northwest Evaluation Association (NWEA). NWEA will provide teachers with student RIT (Rasch UnIT) scores that are translated into specific learning objectives targeted to individual student needs. Pearson Learning Teams (a model for establishing professional learning communities) will be established for the purpose of focusing on this data and collaboratively developing effective strategies and interventions. The Middle School will work to establish a comprehensive RtI program, based on current research, for the purpose of providing tiered interventions. Sixth grade teachers will be new to the building (middle school will house grades 6-8) this year, and bring with them the experience gained from working with an effective Response to Intervention program (RtI), a tiered system of support for struggling students at

the elementary. Through the assessments mentioned above, students will be progressed monitored throughout the year. NWEA Map testing (Math, Reading, Science) will be administered the second week of school in an effort to target students immediate needs.

RCS, the recipient of numerous externally supported state and federal categorical grants has consistently demonstrated its capability in managing, monitoring, evaluating these programs, and has turn-keyed successful elements of the following grant awards: Reading First, Comprehensive School Reform, 21st Century Teaching and Learning, Title I, and various SIP grants totally over \$12.5 M in the last few years alone.

RCS will enable the deployment of 1) Response to Intervention (RtI), 2) District Grant Coaches who will provide modeling and mentoring on best instructional practices, based on precise, data produced student needs, 3) Positive Behavior Support (PBS), 4) Professional Learning Teams (PLT), 5) Reading Apprenticeship, and 6) Mathematics Institute. These external providers bring a wealth of research and experience.

All outside providers have agreed to work as part of a cohesive group and be represented on our Transformation Team. Input of all stakeholders is critical, but the need for fidelity to our Transformation Reform Program is paramount. Romulus Middle School will now contract with Learning Point Associates to help coordinate and implement our Transformation Reform Model over the 3 year grant cycle. This partnership will include implementation of a coherent, disciplined approach using data to drive decisions at the school leadership team level and a clear data picture that illustrates the story of the school's growth over time in multiple areas. Learning Point Associates will work with all stakeholders and service providers to ensure our vision becomes a reality.

To address all areas of identified need, RCS will further implement a content standard driven assessment developer and data disaggregation tool, "CLASS A" which allows the implementation of a system where real-time data is provided daily to teachers, instructional assistants, academic coaches, assistant principals, and principals for daily grade level data to systemically control the curricular sequence for all students in all grades. This will require the following curriculum modifications: **(which are identified as district level responsibilities and not tied to SIG funding)** the development of curriculum maps for all levels, the development of pacing guides, the development of pre and post tests, and a culture of utilizing pre and post tests for everything taught in the classroom. All curriculum will be aligned with Michigan's Grade Level Content Expectations (GLCEs). Monthly leadership meetings will be held with the Transformation team to progress monitor student achievement growth through the identified tiered instructional strategies. Professional development will be provided to all administrators, instructional leaders and coaches, counselors and teachers.

Upon learning that Romulus Middle School was listed among the "5% persistently low-achieving schools", the Romulus Community Schools Board of Education voted unanimously to pursue funding and to follow all grant requirements/guidelines, including the replacement of the building principal at Romulus Middle School (Tier II School). This decision is testimony to the Board of Education's commitment to the implementation of educational reform and its commitment to the success of its students. The process for determining staff that have not increased student achievement will consist of a triangulation of assessment data for use in measuring student annual growth (MEAP, Northwest Evaluation Association, and local common assessments). District representatives (teachers, administration, teacher union representatives) formed the Romulus Community Schools' Teacher Evaluation Committee in the winter of 2008. The committee met throughout the 2009-2010 school year to develop the attached Teacher Evaluation Program. The program is designed for all teachers to have annual evaluations. The new Teacher Evaluation Program will go in to effect with the 2010-2011 school year. The committee will use the first year of the grant to further develop the definition, instruments, and process to define annual student growth (see Professional Growth Track Document on page 97). The current collective bargaining agreement allows for teaching assignments as a management right. Therefore teachers can be moved in and out of the middle school building according to what the building administrator deems appropriate. Administration will have the opportunity to place a teacher on a "Teacher Assistance Track" which will

provide assistance to a staff member who is demonstrating any deficiency(s) in the professional standards. The administrator will provide reasonable support to the teacher upon request and identify a timeline for improvement.

To address an identified need for providing ongoing mechanisms for family and community engagement, Romulus Middle School will partner with the National Network of Partnership Schools through the Center for Social Change at Johns Hopkins University. The program is intended to foster parent leadership and parent involvement. The Academic Services Dean, along with two parent coordinators will be trained and coordinate all related activities for implementation and program sustainability. To establish effective parental and community involvement, three areas of focus for the Academic Services Dean will be: communication (establish an atmosphere where effective communication is accepted and expected), participation (finding ways to involve families in the day to day operations of the school), and governance (establish specific structures that allow parents and community some voice in key decision making). One priority for this parent partnership is to use some of the focus and energy generated from these three focus areas, to help sustain a positive and safe learning environment, which meets the many needs of our students. See detailed description of this position starting on page 27.

To ensure the implementation of true instructional reform, the Transformation Team, will strategically plan and implement a change in culture for the school that re-focuses on data-driven individualized student instruction and intervention strategies targeting specific student learning deficiencies. In addition, Learning Point Associates will also provide solid mentorship and years of evidenced turnaround experience for the new principal and school instructional leadership team as well as provide a system for measuring changes that professional development is having on instructional practices in the classroom through the analysis of classroom data. These measurement practices will lead to the cultural change necessary to ensure data-driven sustainability by developing and increasing teacher and leader effectiveness and will bring teams of support personnel to help implement these strategies. Additionally, a student-achievement, data driven Teacher Evaluation System will be deployed throughout RCS that ensures all teaching strategies and interventions are deployed in the classrooms (see Professional Growth Track Document on page 97).

In addition, the program shall ensure the delivery of intense, high-quality on-the-job/classroom based professional development in all aspects of this transformational model. Staff will receive professional development in Professional Learning Communities (PLC's), CLASS A, Marzano and Reading Apprenticeship. Math teachers will be participating in a math institute through Wayne County RESA. The professional development will be ongoing, with teachers having time before, during, after school and on Saturdays for learning, collaborating and reflecting on the new skills. In the following pages you will see a detailed description of the timeline, hours and intensity of our professional development and coaching program.

The data/technology coach will promote an instructional change with technology as a tool of engagement, a standards recovery diagnostic and prescriptive intervention program. Instructional and leadership coaches will assist staff in best practices that produce outcomes that enhance the school's capacity to design effective and proactive learning environments where learning can occur. The content and curriculum coaches will assist the teacher in strategies of making decisions with data to guide behavior and academic planning to increase grade level promotion, decrease truancy, and improve student attendance. In addition, curriculum coaches will model best practices and mentor teachers with a focus on delivering the curriculum and teaching strategies with fidelity. A curriculum audit will be administered for each content area. Members of the audit committee will include: Principals, Curriculum Coaches, Curriculum Director, Superintendent, Board of Education member, and Department Chairs.

These strategies will be implemented with support from the RCS superintendent, director of curriculum and instruction, director of human resources, director of business and finance, director of special services, technology coordinator, other administrative staff, the new principal, assistant principals, district grant coaches, instructional/leadership coaches, instructional technology/data coach, onsite technical support, data analysis consultants, teachers, parents, community members, and staff.

Operational Flexibility is provided for through the SIG grant in the following areas:

- 1. Increase of student contact time for the middle school students only.
- 2. Administration retaining right of staff assignments.
- 3. Professional Development schedule was developed on the needs of the middle school.

The following table briefly depicts all program/personnel expenditures along with the estimated yearly cost. The following section will clearly outline each initiative and provide sustainability information.

Program/Personnel/ Item	Expenditure Description	Year 1 Estimated Cost	Year 2 Estimated Cost	Year 3 Estimated Cost
Learning Point Associates	<p>In our initial grant proposal we had a wide variety of service providers, but we needed to address the issue of who will oversee the process and ensure we have a cohesive plan that is implemented and followed with fidelity. To address this need we will be contracting with Learning Point Associates. Their organization will engage us over the next three years as a support partner focused on two key aspects of transformation: implementation monitoring support and teacher evaluation. Through successful engagement in a partnership with us, you can expect to achieve the following outcomes:</p> <ul style="list-style-type: none"> • Implementation of a coherent, disciplined approach using data to drive decisions at the school leadership team level • A clear data picture that illustrates the story of the school's growth over time in multiple areas <p>Their willingness to work with all contracted service providers makes then a perfect fit to our plan.</p>	\$267,000	\$250,000	\$250,000
Learning Point Associates	<p>As mentioned above, Romulus Community Schools has developed an evaluation system with the input of all stakeholders based on the work of Charlotte Danielson. One of the School Improvement Grant requirements is to have a teacher evaluation system that contains multiple measures including student growth. During the 2010-2011 school year Learning Point Associates will provide us technical assistance to determine which multiple measures of student data and student growth model should be included as part of our overall evaluation system. It is essential that this key piece of the evaluation system be developed with teachers, administrators, and union leadership to ensure we have a valid and reliable system in place.</p> <p><u>Key activities will include:</u></p> <ul style="list-style-type: none"> • Convening a school/district committee to spearhead the design process • Assessing strengths and weaknesses of the current system • Conducting stakeholder meetings with teachers and 			

Program/Personnel/ Item	Expenditure Description	Year 1 Estimated Cost	Year 2 Estimated Cost	Year 3 Estimated Cost
	<p>administrators to share best practices and identify school/district priorities</p> <ul style="list-style-type: none"> • Exploring options for student performance and student growth measures, and guiding the committee through a decision making process • Working with the committee to pilot and revise the process and system, and to train staff on proper usage • Assisting the school with the development of a communications plan for implementation <p>Finally, an important piece of our grant proposal is extending learning time through our afterschool programming. This time needs to be targeted, purposeful and directly related to what students are learning during the day. The afterschool program services Learning Point Associates is proposing to provide for Romulus Middle School have the potential to motivate the school and its surrounding community to develop successful learning opportunities for its students and improve its economic and social well-being. Learning Point Associates will deliver a set of services to assist Romulus Middle School in planning, developing and implementing a model for successful afterschool program services in the community that aligns and supports efforts toward overall school improvement and turnaround.</p> <p>We propose the following services to ensure a successful implementation or evaluation of the afterschool program in the middle school for the 2011-2012 school year. Each service is mutually exclusive in terms of implementation but to ensure a successful and well-rounded implementation we encourage using all services together. Together these services will provide an accurate framing of the impact in Romulus along with a strong set of prioritized key issues that are grounded in research for action-oriented, effective and relevant next steps. The experience and expertise provided by staff from Learning Point Associates will ensure the implementation of an exemplary afterschool program.</p> <p>Please see information starting on page 100 for full a full explanation and description of services.</p>			

Program/Personnel/ Item	Expenditure Description	Year 1 Estimated Cost	Year 2 Estimated Cost	Year 3 Estimated Cost
Onsite Educational Technology/Data Analysis Coach	Institute a data disaggregation tool "CLASS A" and provide the training necessary for administrators, counselors, and teachers to use the tool to make daily instructional decisions. This will include the implementation of a system where data is evident throughout the school and all decisions are made based on individual student achievement data. Full time tech/data coach will provide direct support for teachers for use with 21st Century technology in the classroom as well as serve as the lead curriculum integration technology contact for the school as well as the lead CLASS A contact for the school.	\$111,117	\$117,000	\$117,000
Onsite Curriculum and Leadership Coaches Wayne County RESA	Curriculum and Leadership coaches will assist staff in best practices that are aligned to the Transformation Reform plan. Through their services we will produce outcomes that enhance the school's capacity to design effective learning environments. The coaches will model best instructional practices and mentor teachers with a focus on delivering the curriculum and teaching the strategies with fidelity. Wayne County RESA recruits, hires and trains these coaches to meet the needs of the district. The type and duration of the coach's assignment will be determined by the Transformation Team.	\$100,000	\$100,000	\$100,000
Positive Behavior Support (Wayne County RESA)	Positive Behavior Supports (PBS) is a researched based program that addresses the social-emotional needs of the students. The program creates a tiered system that looks at the individual child and determines what type of supports—academic or behavior—should be put into place. It creates a culture for learning in the school because students know, understand and practice a set of common expectations. A team meets monthly to review data and develop a targeted or all school intervention to address the needs. The program is embedded in the school culture and is sustainable. Parents will be recruited to participate in the process. Costs beyond 2013 are minimal and can be funded through general building funds. Added to the PBS the Middle School will revise the Advisor period to focus on not only a time to monitor			

Program/Personnel/ Item	Expenditure Description	Year 1 Estimated Cost	Year 2 Estimated Cost	Year 3 Estimated Cost
	<p>work.</p> <p>We feel strongly that training for the Reading Apprenticeship is essential to our Transformation model. In the summer of 2011 and 2012 there will be extended periods of professional development because multiple days of training are not available during the regular school year. Therefore we will incorporate an attendance bonus. If a staff member maintains perfect attendance at the summer 2011 training for Reading Apprenticeship they will become eligible for a \$100 bonus and then again during the summer 2012 training.</p> <p>Additionally, there will be an intensive mathematics institute during the summer of 2011 and 2012 that will support the institutes going on through the regular school year. These trainings are also important to the success of our Transformation plan and therefore those staff who attends will also be eligible for the \$100 attendance bonus for each of the summer institutes.</p>			
Professional Learning through Staff PD Institute	<p>Incorporated in the extended learning program, our teachers will be asked to do an after/before school, Saturday or Summer Staff Professional Development Institute. The purpose for this program is to allow staff the opportunity to receive job embedded training on the many initiatives going on concurrently as well as the technology training for implementing the 21st century classroom. This Professional Development is outside of the regular workday and therefore supplemental in nature. Professional Development for this Institute will be spread throughout the 3 year grant. Some topics that may be included are: technology training, using and interpreting MEAP/NWEA data, professional learning communities, parent engagement, NCA process training, positive behavior supports, teacher leadership, skill acquisition at conferences, etc.</p> <p>These trainings are to remain flexible in nature to address the staff needs as they become known. All staff will be provided the opportunity to make application to attend the trainings.</p>	\$52,800	\$52,800	\$52,800
Mathematics Institute	The Mathematics Institute focuses on developing deep mathematical content knowledge for teachers and collaborating on mathematic instruction. Contract			

Program/Personnel/ Item	Expenditure Description	Year 1 Estimated Cost	Year 2 Estimated Cost	Year 3 Estimated Cost
	<p>month); includes on-site work with district instructional coaches, administrators, meeting with teams of teachers to look at student work, to assist with fidelity of implementation, and using Reading Apprenticeship protocols. Also included are regular (quarterly or more) meetings of WestEd/SLI staff with Romulus Community School staff for program updates and alignment with other district efforts.</p> <p>Year 1 stipend costs for staff attendance at Professional Development (\$200 x 44 staff x 3 days)</p>	\$27,000		
	<p>Year 2 includes 4 days of intensive PD for all staff and administrators. This professional development with deepen the understanding of the Reading Apprenticeship; On-site coaching total of 50 days per school per year (Oct-May, with more days in early part of year less in October due to testing and Dec because of shortened school month); includes on-site work with district instructional coaches, administrators, meeting with teams of teachers to look at student work, to assist with fidelity of implementation, and using Reading Apprenticeship protocols. Also included are regular (quarterly or more) meetings of WestEd/SLI staff with Romulus Community School staff for program updates and alignment with other district efforts.</p> <p>Year 1 stipend costs for staff attendance at Professional Development (\$200 x 44 staff x 3 days)</p>		<p>\$87,500</p> <p>\$27,000</p>	
	<p>Year 3 includes; On-site coaching total of 50 days per school per year (Oct-May, with more days in early part of year less in October due to testing and Dec because of shortened school month); includes on-site work with district instructional coaches, administrators, meeting with teams of teachers to look at student work, to assist with fidelity of implementation, and using Reading Apprenticeship protocols. Also included are regular (quarterly or more) meetings of WestEd/SLI staff with Romulus Community School staff for program updates and alignment with other district efforts. During this year, West Ed will target a teacher to be released part time to become an in-house, in-district coach. WestEd will develop this person's leadership capacity so the improvement effort can be sustained when our contract with West Ed is completed.</p>			\$62,500

Program/Personnel/ Item	Expenditure Description	Year 1 Estimated Cost	Year 2 Estimated Cost	Year 3 Estimated Cost
	Additional professional Development for 2 Teacher Leaders to build capacity within the district to continue with this initiative. 1 FTE - Broken into 2 half-time teachers to cover teaching half days (teacher job share) for designated Teacher Leaders as they deploy their Reading Apprenticeship Leadership Development training. Teachers will work with colleagues, developing on-site capacity to replace the Reading Apprenticeship coaches from WestEd.			\$10,000 \$85,000
	Classroom Library: Effective implementation of the Reading Apprenticeship strategy includes having access to quality student literature and informational text in the classroom. This need is also tied to our data analysis which showed our students struggling with informational text and the strategies associated with reading it. This funding would purchase books to create “classroom libraries” which would include quality literature and informational text. Informational text would tie into other content areas to help facilitate implementation of the Reading Apprenticeship strategy.	\$20,000	\$20,000	\$20,000
Professional Learning Teams(Pearson Learning)	Incorporate and support a well-defined and fully articulated school improvement model (PLC Learning Teams) with explicit framework and a support system that guides the teacher collaboration efforts and builds leadership capacity of administrators and teacher leaders. Costs include all ongoing training, direct support to team leaders, building administrative team, etc., bi weekly site visits to work with teams, additional strategic days to collaborate with other providers, and access to all program resources and materials. This process will help strengthen relationships among their colleagues and provide a safe place to share ideas and teaching strategies.	\$81,000	\$81,000	\$81,000
	Year 1, 2, 3: Schedule 2 days summer PD. 8 teachers. 16 days total teacher stipends for attending pd outside of contract (\$200 x 16 = \$3200).	\$3,200	\$3,200	\$3,200
	Year 1, 2, 3: Sub Pay for teacher data meetings held during the day (8 subs 2x p/month x 7 months = 112 sub days needed x \$108 per day.	\$12,096	\$12,096	\$12,096
	Year 3, In-House Advisor Certification Training will help the district build capacity to continue this program beyond grant funding. LT In-House Advisor Certification Training: Monthly 1/2 day training during			\$38,000

Program/Personnel/ Item	Expenditure Description	Year 1 Estimated Cost	Year 2 Estimated Cost	Year 3 Estimated Cost
	<p>year 3 of implementation for in-house advisor candidate(x 9 months). Seminar content includes:</p> <ul style="list-style-type: none"> ▪ debrief observations of local LT implementation events ▪ study the LT research articles and books ▪ analyze video cases ▪ work through simulations and case studies of implementation scenarios ▪ practice teaching/ articulating the core features of the LT model ▪ receive direction for monthly observation assignments 			
Teacher/ Classroom Tools - 21st Century	<p>There is a great deal of research that reflects the positive effects technology has on student learning. The 21st century classroom offers the teacher much more flexibility in delivering instruction. Students are more motivated and become better prepared by acquiring the skills needed in the 21st century.</p> <p>-21st century classroom - \$11,500/classroom (35 classrooms) -Electronic presentation device (Integrated Whiteboard and Projector) -Document camera -Electronic testing systems - interactive response system -Standardized business software -Content specific hardware and software -Audio amplification system</p> <p>The Data/Technology coach would be able to provide direct/hands-on training to all staff on how to effectively use these tools through in classroom demonstrations, webinars and/or after-school professional development. These teaching and learning tools will help to engage and motivate our learners and provide teachers another opportunity to differentiate their instruction.</p>	\$402,500	\$0	\$0
Administrative Tools	<p>Successful Practices Network, which includes the My Voice Survey Suite. This survey suite will be used as our perception survey. Included is professional development and on-site guidance with data interpretation and goal setting. It is essential to have a survey system for staff, students and parents that are correlated to each other. This essential data piece will assist us in developing and refining our School Improvement Grant, School Improvement Plan; Comprehensive Needs Assessment, NCA Plan and any</p>	\$20,000	\$20,000	\$20,000

Program/Personnel/ Item	Expenditure Description	Year 1 Estimated Cost	Year 2 Estimated Cost	Year 3 Estimated Cost
	other report that requires perception data. It will be used by Learning Points Associates and our Transformation team to determine future planning goals and course corrections that may be needed.			
Increased Learning Time	Year 1 would include extending the learning day by 14 minutes. We would increase each classroom period to a standard length of 60 minutes. This extended learning time is required for all students and allow for consistency in the time allotted for each period of the day. During the 2012-2013 school year a committee will be formed between the district and union management to discuss sustainability and longer minute extensions of this additional learning time beyond the current grant cycle.	\$152,500		
Increased Learning Time	Year 2-3: During the 2010-2011 school would convene to look at the bigger picture of the most effective way to use the time within our current school day. This may include a trimester schedule to allow for extended periods of learning, revising our advisor period to focus on academic achievement, increasing the amount of math and reading instruction for each student, creation of a 7 th hour that could be used for a combination of GLCE based enrichment or intervention. The plan would be implemented beginning with the fall of 2011. The plan would then be reviewed and possibly revised for the 2012-1013 school year. Each plan would still include the increased number of minutes that were added in the 2010-2011 school year.		\$152,500	\$152,500
Increased Learning Time	Year 1,2,3: Transportation costs increase the stated amount due to the lengthening of the school day. This increased learning time triggers increased benefit costs for the union representing the bus drivers.	\$52,000	\$52,000	\$52,000
Increased learning Time Standards Recovery, Standards-based and Online Computer Based Tools	A variety of strategic online intervention tools will be set up on the network for classroom RtI use as well as extended learning program tools in a dedicated lab. The lab environment will help students who either need more time, need additional help, or need to regain coursework in specific classes. <i>(All teacher stipend PD Costs incurred under Teacher PD Institute)</i> . The interventions chosen are researched based and/or GLCE aligned. Each of the programs includes a monitoring and assessment piece. Data collected would be used to assist instructional planning for the students during the regular school day. After school attendance is highly encouraged for all students. Programs developed and implemented are viewed as enrichment and			

Program/Personnel/ Item	Expenditure Description	Year 1 Estimated Cost	Year 2 Estimated Cost	Year 3 Estimated Cost
	<p><i>Forensic Photography:</i> Using a digital camera to investigate a crime scene</p> <p>200 Annual Scholarships @ \$40 each</p> <p>Transportation Costs</p>	<p>\$8,000</p> <p>\$5,000</p>	<p>\$8,000</p> <p>\$5,000</p>	<p>\$8,000</p> <p>\$5,000</p>
Extended Learning Time Summer Enrichment Institute	<p>The University of Michigan Center for Educational Outreach offers a variety of summer school programs for middle school students that are STEM (Science, Technology, Engineering, and Mathematics) focused. Scholarships will be offered to all students based on criteria of a student essay, teacher recommendation and academic/social progress. Costs associated are for program fees, possible lodging, food and transportation costs.</p>	\$13,000	\$13,000	\$13,000
Academic Services Dean	<p>A highly experienced administrator with close ties to the community, city and parents will fill this role. The Academic Services Dean will help create wrap around plans for individual students who are identified as high need. They will collect data, in conjunction with other outside providers and onsite coaches, to determine next steps for individual students. This administrator will work closely with staff to monitor progress and move these students in and out of behavior and/or academic interventions as they see fit. It will be this person's responsibility to develop, design, implement and coordinate all aspects of an after school program with guidance and direction from Learning Points Associates. The Dean will draw upon the expertise and data collection capabilities of all stakeholders and providers to design an early warning system to catch those students who may be falling behind or have a history of doing so.</p> <p>It will also be the responsibility of the Academic Services Dean to apply for membership in the National Network of partnership Schools through John's Hopkins University. This responsibility will include the creation of an Action Team for Partnership. All duties related to the application, development and continuation of this partnership, over the three year grant cycle, will be assigned to the Dean of Academic Services. Through this partnership we will be able to establish effective parental and community involvement while</p>	\$155,700	\$155,700	\$155,700

Program/Personnel/ Item	Expenditure Description	Year 1 Estimated Cost	Year 2 Estimated Cost	Year 3 Estimated Cost
	<p>continuing to sustain a positive and safe learning environment. A key component of this partnership would be to foster parent and student leadership within the building, set up and provide training from the National Network of Partnership Schools for parents and the community and establish relationships with the community at large by inviting other parent and parent groups to the trainings.</p> <p>The Academic Services Dean will also be able to work with parents developing skills needed to support teaching at home. There are many tools in our grant, to provide additional academic help at home through online learning. Parents must be taught how to use and monitor this technology and strategy to increase its effectiveness.</p> <p>This partnership will have the ability to change the way that parents view schools and teachers and vice versa. Building lasting, positive relationships is important to the success of this social-academic program. Educating all stakeholders on how to see and view each other from another perspective is paramount and embedded in this entire program. We can no longer work in isolation from each other, but must learn to work as a team.</p> <p>In the last quarter of the each school year the Dean would ensure smooth implementation of the Summer School programs—whether it is enrichment or credit recovery. This includes all coordination, student application/selection and securing of transportation for the program. Communication with parents to ensure attendance and utilization of these services is critical and communication of the success and challenges of the children in the program back to the regular school year staff is critical.</p> <p>As with any coordination of services it is important to remember that our services are to be provided to all students, not just those that are struggling. To this end, we included summer enrichment programs through partnerships with the University of Michigan and Wayne County Community College. To further develop these relationships with local colleges and universities, the Dean will coordinate and facilitate the development and implementation of our district initiative “Creating a Culture of College”. All children and parents</p>			

Program/Personnel/ Item	Expenditure Description	Year 1 Estimated Cost	Year 2 Estimated Cost	Year 3 Estimated Cost
	<p>should be engaged and exposed to the idea of attending college at a trade school, community college or 4 year university.</p> <p>We see the Academic Services Dean as the person to be able to pull from a variety of sources the interventions needed to help a child be successful—whether that means after school programs, tutoring, behavior interventions, mentoring, online programming, special education testing, child study, parent communication and/or training, college preparation, enrichment, leadership, community involvement, removing various social and educational barriers, study skill training, etc.—</p> <p>This person would collect information, seek input from stakeholders, create plans and monitor implementation for individual students. Plans would be reviewed biweekly and data collected to see if interventions were having a positive effect. All findings would be reported to the building administrator and distributed to impacted staff and parents. As we continuing developing and implementing the grant other duties may be assigned by the building principal.</p> <p>Contract with the National Network of Partnership Schools for staff, parent and student training on a variety of topics.</p> <p>2 Parent coordinator/Liaisons</p> <p>Parent Trainings and Community Meetings during the day and evening (including food, materials, incentives, child care, transportation, etc.)</p>			
		\$25,000	\$25,000	\$25,000
		\$10,000	\$10,000	\$10,000
		\$5,000	\$5,000	\$5,000
Program Assessment	MEAP Benchmark Reports through Kent County ISD.	\$1,000	\$1,000	\$1,000
Program Assessment	NWEA (North West Educational Association) Assessment Reporting (\$13/ea x 875 x 3 years) (Science Assessment)	\$11,375	\$11,375	\$11,375
Program	NWEA Data Reporting and Training would be provided to the data coach,	\$15,000	\$15,000	\$15,000

Program/Personnel/ Item	Expenditure Description	Year 1 Estimated Cost	Year 2 Estimated Cost	Year 3 Estimated Cost
Assessment	<p>staff members and Transformation Team. Creating an in house trainer and a cadre of expert educators will build our capacity to sustain this initiative beyond the 3 year funding cycle. Training will include, but not limited to:</p> <ul style="list-style-type: none"> • Setting up and Administering the MAP Test • Interpreting a students RIT score. • Developing learning paths that align to Compass Learning • Digging Deeper into the data • The Data and Instruction Connection • Using MAP testing as a growth model for Student learning 			
	Indirect Cost	\$50,265	\$0	\$0
Administration		\$1,998,516	\$1,689,074	\$1,641,074
			3 Year Total	\$5,328,664

2. If the LEA is not applying to serve each Tier I school, explain why it lacks capacity to serve each Tier I school.

Not applicable for RCS

If an LEA claims lack of sufficient capacity to serve each Tier I school, the LEA must submit written notification along with the School Improvement Grant application, that it cannot serve all Tier I schools. The notification must be signed by the District Superintendent or Public School Academy Administrator and the President of the local school board. *Notifications must include both signatures to be considered.*

The notification must include the following:

- ✓ A completed online Michigan District Comprehensive Needs Assessment indicating that the district was able to attain only a "Getting Started" or "Partially Implemented" rating (link below) in at least 15 of the 19 areas with a description of efforts to improve.
- ✓ http://www.advanced.org/mde/school_improvement_tasks/docs/edyes_report_template.doc
- ✓ Evidence that the district lacks personnel with the skills and knowledge to work with struggling schools. This includes a description of education levels and experience of all leadership positions as well as a listing of teachers who are teaching out of certification levels
- ✓ A completed rubric (Attachment V) scored by the Process Mentor team detailing specific areas of lack of capacity

3. For each Tier I and II school in this application, the LEA must describe actions taken, or those that will be taken, to—
- Design and implement interventions consistent with the final requirements
 - Select external providers from the state’s list of preferred providers;
 - Align other resources with the interventions;
 - Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively (Attachment VI is a rubric for possible policy and practice changes); and
 - Sustain the reforms after the funding period ends.

Other Resources Alignment:

Throughout the 2010-11 school years, our current resources, which include General Funds, Title IIA, and Special Education, will continue to fund existing programs. District schools identified as Tier II (Romulus Middle School) and Tier III (Romulus Community Middle/High School) will have additional financial support from the SIG. Ongoing efforts that already exist that will support the SIG funds are outlined below:

Program/ Personnel	Funding Source Expenditure Description	Amount
Department Chairs	General Funds – Six teachers representing Math, ELA, Science, Social Studies, Electives, and Special Education provide support and leadership for basic curricular needs. Throughout these initiatives and beyond, these responsibilities will increase to include intervention and action strategy management.	\$22,211
Co-teaching	Special Education Funds – provides materials and professional development for co-teaching intervention. Staff continues to be trained in co-teaching strategies as we increase the number of co-taught classrooms.	\$4,000
STAR Reading	General Funds – this will continue to be a diagnostic tool used for developing intervention plans.	\$1200
Behavioral Intervention Specialist	General Funds – this specialist assists with behavioral needs, providing intervention prior to returning student to class.	\$65,406
Social Worker	Special Education Funds – a full time Social Worker is assigned to both our Tier I and Tier II schools. Responsibilities include care management for students and their families along with individual and group counseling.	\$126,542
E2020	General Funds – this web-based instructional program provides academic core instruction aligned to the GLCEs online. E2020 offers individualized instruction for	\$95,450

	grades 6-7-8. Our current funding will continue to pay for this product contract agreement.	
COMPASS	General Funds – this web based instructional program allows for a variety of instructional intervention approaches supporting multiple learning styles. This program is fully funded by general funds and will continue to be during the SIG initiative.	\$20,049
CLASS A	General Funds – Data management system that assists educators in developing aligned assessments and organize multiple data sources. This program is fully funded by general funds and will continue to be during the SIG initiative.	\$1,500

Operational Area	Interventions and Actions	Plan for Sustainability
<u>ACADEMIC CONTENT</u> Areas (ELA/Reading, Writing, Math, Science, Social Studies)	<p><u>Strategy 1:</u> A data management system will be implemented at the local and district level to ensure academic core content performance data drives the instructional design.</p> <p><i>Action Steps:</i></p> <ol style="list-style-type: none"> 1. Integrate CLASS A as a data management tool for data disaggregation and prescriptive intervention 2. Content pacing guides and performance standards will be examined, developed, and aligned to pre/post test formative assessments administered quarterly to ensure student achievement takes place (district responsibility) 3. Common assessments will be developed across all academic core content areas to ensure internal alignment takes place with the Michigan Grade Level Content Expectations (GLCEs) – district has and will continue to take responsibility. 4. Job embedded professional development and coaching support will be provided to teachers, administrators, and district personnel on CLASS A 	<p><u>Strategy 1; Action Steps 1-4:</u> CLASS A will be sustained by the district. Capacity for data management and analysis will have been transferred to new administration, leadership teams and teachers via action steps. Pre/post tests and common assessment benchmarks developed (district responsibility) to assess and analyze student performance and mastery of the Michigan Grade Level Content Expectations will be continued.</p>
	<p><u>Strategy 2:</u> Incorporate and support a well-defined and fully articulated school improvement model (PLC Learning Teams) with explicit framework and a support system that guides the teacher collaboration efforts and builds leadership capacity of administrators and teacher leaders. Teachers will be provided added collaboration time through late start dates, half days and after school.</p> <p><i>Action Steps:</i></p> <ol style="list-style-type: none"> 1. Determine dates and location for Learning Teams Institute. 2. Identify facilitators for each workgroup who will receive training at the LT institute and lead workgroup meetings throughout the year. 	<p><u>Strategy 2; Action Steps 1-11:</u> LT Training & Assistance program is designed to develop strong instructional leaders throughout the school. Site-level assistance & Training sustains implementation, maintains focus, and builds local capacity. Model includes training school staffs to deliver LT school</p>

Operational Area	Interventions and Actions	Plan for Sustainability
	<ol style="list-style-type: none"> 3. Complete a draft of workgroup configurations for school year using the Configuration Worksheet. 4. Identify how instructional support staff and special education teachers will be distributed to workgroups. 5. Determine team meeting organization. Draft a year-long calendar of LT meetings. 6. Schedule launch date with faculty and conduct staff job embedded staff PD 7. Schedule monthly regional school administrator meetings attended by learning team advisor (consultant), site administrator from each participating school, and district leaders (as determined by Superintendent). 8. Schedule monthly planning meeting with site administrator(s) attended by learning team advisor (consultant), principal, and assistant principal. 9. Schedule monthly facilitator meetings (ILT) attended by learning team advisor (consultant), site administrator(s), and the facilitator of each workgroup. 10. Schedule teacher workgroup meetings 2-4 times per month attended by trained facilitators, teachers, and identified coaches. 11. Provide stipend and or sub pay for all teachers/curriculum coaches working outside of their contractual day. 	services independently.
	<p><u>Strategy 3:</u> Additional instructional support will be provided to ensure effective standards-based, data-driven instructional strategies are being implemented within the schools.</p> <p><i>Action Steps</i></p> <ol style="list-style-type: none"> 1. A curriculum coach will be contracted to provide prescriptive and 	<p><u>Strategy 3; Action Steps 1-6:</u> Capacity for effective strategies and processes developed as a result of implemented action steps will have been transferred to new administration,</p>

Operational Area	Interventions and Actions	Plan for Sustainability
	<p>differentiated instructional strategies by standard to teachers in need of support.</p> <ol style="list-style-type: none"> 2. A curriculum coach will work with teachers to develop a deeper understanding of Michigan GLCE's, and help them acquire knowledge to review common assessments and be able to develop pacing guides. 3. The Academic Services Dean will conduct data discussions with instructional leadership teams and teachers based on quarterly pre/post test and/or common assessment benchmark performance. Strategies for differentiated treatment will be provided as well as collaborative discussions regarding "what works". Teachers whose data demonstrate strength in transferring a particular content standard will model lessons for teachers who did not do as well delivering the performance standard. 4. The Academic Services Dean will be responsible to assist teachers in maintaining an up to date list of students indicating prescriptive treatment needed to meet state performance standards. 5. The Data/Technology coach will assist school administration in developing a program to recognize high performing teachers with common assessment and post test performance. 6. The Data/Technology coach will assist school administration in developing a program to recognize high performing students. 	<p>leadership teams and teachers that will ensure prescriptive, differentiated support is provided to teachers and students.</p>
	<p>Strategy 4: Additional instructional technology and data management support will be provided to ensure effective implementation of 21st Century technology in the classroom.</p> <p><i>Action Steps</i></p> <ol style="list-style-type: none"> 1. A Data/Technology coach will be hired and trained to provide direct 	<p><u>Strategy 4, Action Steps 1-5:</u> Instructional technology and data support will be sustained by the district. Effective strategies and</p>

Operational Area	Interventions and Actions	Plan for Sustainability
	<p>support for teachers for use with 21st Century technology in the classroom. The technology/data coach will serve as the lead curriculum integration technology contact for the school as well as the lead CLASS A contact for the school.</p> <ol style="list-style-type: none"> 2. The Data/Technology coach will provide onsite initial training for utilizing 21st Century technology in the classroom through the use of a technology “boot camp”. In addition, weekly sessions will be held to promote monthly instructional “themes” and transform instructional pedagogy such that these 21st Century classroom tools of engagement area seamless part of standards-based methodology. 3. The Data/Technology coach will be responsible for ensuring all instructional technology logistics associated with CLASS A, E2020 learning labs, Compass learning lab, NWEA data reports, Read naturally laboratory and READ 180 classrooms are operational. The technology/data coach will ensure that teachers, administrators, and central office personnel are using instructional data on a daily basis to make instructional decisions. 4. The Data/Technology coach will assist in the development of a standards-based, data-driven culture within the school by maintaining data walls that document quarterly pre/post progress. This data will be disaggregated by grade level, by subgroup, by standard, as well as, by teacher. 5. The Data/Technology coach will conduct data discussions with instructional leadership teams and teachers based on quarterly pre/post test and/or common assessment benchmark performance. Strategies for differentiated treatment will be provided as well as collaborative discussions regarding “what works”. Teachers whose data demonstrate strength in transferring a particular content standard will model lessons for teachers who did not do as well delivering the performance standard. 	<p>processes developed as a result of implemented action steps will continue to ensure 21st Century technology support and instructional strategies will continue to be provided to assist teachers with transferring the performance content standards necessary for students to demonstrate learning with the type of products and performances that match our times. All 21st Century classroom technology will remain in the school.</p>

Operational Area	Interventions and Actions	Plan for Sustainability
	<p>Strategy 4.5: Inclusion of a highly experienced administrator with close ties to the community, city and parents will fill this role.</p> <p><i>Action Steps:</i></p> <ol style="list-style-type: none"> 1. The Academic Services Dean will help create wrap around plans for individual students who are identified as high need. They will collect data, in conjunction with other outside providers and onsite coaches, to determine next steps for individual students. 2. This administrator will work closely with staff to monitor progress and move these students in and out of behavior and/or academic interventions as they see fit. It will be this person's responsibility to develop, design, implement and coordinate all aspects of an after school program with guidance and direction from Learning Points Associates. 3. The Dean will draw upon the expertise and data collection capabilities of all stakeholders and providers to design an early warning system to catch those students who may be falling behind or have a history of doing so. 4. The Academic Services Dean will apply for membership in the National Network of partnership Schools through John's Hopkins University. 5. This person will foster parent and student leadership within the building, set up and provide training from the National Network of Partnership Schools for parents and the community and establish relationships with the community at large by inviting other parent and parent groups to the trainings. 6. The Academic Services Dean will also be able to work with parents developing skills needed to support teaching at home. There are many tools in our grant, to provide additional academic help at home through online learning. Parents must be taught how to use and monitor this technology and strategy to increase its effectiveness. 7. The Dean will ensure smooth implementation of the Summer School programs—whether it is enrichment or credit recovery. This includes all coordination, student application/selection and securing of transportation for the program. 8. As with any coordination of services it is important to remember that our services are to be provided to all students, not just those that are struggling. To this end, we included summer enrichment programs through partnerships with the University of Michigan and Wayne County Community College. 	<p><u>Strategy 4.5, Action Steps 1-11 :</u> The Academic Services Dean, like many other innovative positions, will be one that is designed to self eliminate by sharing and delegating proven systems to the appropriate stakeholders</p>

Operational Area	Interventions and Actions	Plan for Sustainability
	<p>9. To further develop relationships with local colleges and universities, the Dean will coordinate and facilitate the development and implementation of our district initiative “Creating a Culture of College”. All children and parents should be engaged and exposed to the idea of attending college at a trade school, community college or 4 year university.</p> <p>10. We see the Academic Services Dean as the person to be able to pull from a variety of sources the interventions needed to help a child be successful—whether that means after school programs, tutoring, behavior interventions, mentoring, online programming, special education testing, child study, parent communication and/or training, college preparation, enrichment, leadership, community involvement, removing various social and educational barriers, study skill training, etc.—</p> <p>11. This person will collect information, seek input from stakeholders, create plans and monitor implementation for individual students. Plans would be reviewed biweekly and data collected to see if interventions were having a positive effect. All findings would be reported to the building administrator and distributed to impacted staff and parents. As we continuing developing and implementing the grant other duties may be assigned by the building principal.</p>	
	<p>Strategy 5: In addition to traditional classroom instruction, E-learning will be utilized to provide prescriptive intervention and support in the academic core.</p> <p><i>Action Steps:</i></p> <ol style="list-style-type: none"> 1. Incorporate currently owned E2020 (grades 7-8), district will assume costs to purchase grade 6 modules, and upgrade Compass Learning license to use as the tools to provide on-site academic core support to students in need of prescriptive intervention in Reading, Writing, English Language Arts, Mathematics, Science, and Social Studies; prescriptive support for high stakes test preparation; unit recovery; and initial credit, credit recovery and/or grade recovery opportunities. 2. The Academic Services Dean, Data/Technology coach and after school teaching staff will receive training in establishing effective processes to work collaboratively in 	<p><u>Strategy 5: Action Steps 1-5:</u> The e-learning programs provided will be sustained by the district. Effective strategies and processes developed as a result of implemented action steps will continue to provide opportunities for prescriptive remediation to students in need of academic core credit, initial or standards-based credit recovery, and/or</p>

Operational Area	Interventions and Actions	Plan for Sustainability
	<p>using student performance data to target students in need of prescriptive academic core support and/or high stakes test preparation.</p> <p>3. The Academic Services Dean, Data/Technology coach and after school teaching staff coach will receive training in establishing effective processes to utilize initial credit, standards-based credit recovery, and test preparation strategies to assist students in meeting grade promotion requirements and targeting at-risk students.</p>	<p>prescriptive test preparation. The process implemented with the e-learning process will be sustained and have a significant impact helping student's stay on track for grade promotion.</p>
	<p>Strategy 6:</p> <p>Increase math scores by improving teacher depth of knowledge in both content and differentiated instructional models by utilizing Wayne County RESA's Mathematics Institute.</p> <p>Action Step 1: Deploy Mathematics Institute which focuses school improvement on deep mathematical content knowledge for teaching and on finding ways to collaborate on their mathematics instruction. These institutes teach staff how to analyze student work and understand their thinking to see how to adjust and improve their teaching methods. Technology, as an instructional tool is also included (document camera and projector). A coach is used to help staff implement strategies in the classroom and meets with teachers individually. This math cohort will meet for 8 full day professional development sessions. Additionally, they facilitate monthly after school meetings to plan and collaborate.</p> <p>Action Step 2:</p> <ol style="list-style-type: none"> 1. Form learning team through Pearson model to identify focus areas. 2. Use data from Class A and NWEA testing results to identify students at risk for potential mathematics difficulties and in need of math support. 3. Monitor progress through data analysis. 	<p><u>Strategy 6; Action Step 1-3:</u></p> <p>Program provided will be sustained by the district. As intervention strategies are learned and implemented, the need for extended learning opportunities will diminish resulting in the scale down plan embedded in initiative.</p>

Operational Area	Interventions and Actions	Plan for Sustainability
	<p>Strategy 7: Deploy Reading Apprenticeship as a Tier 1 intervention, an instructional approach designed to help middle school students become successful readers and learners, particularly in content area classrooms. Its mission is to develop literacy skills of adolescents by expanding “the academic, creative, career, and civic opportunities of young people through higher-level literacy development.”</p> <p>Action Step 1: Year 1 includes 5 days of PD for all staff and administrators; On-site coaching total of 50 days per school per year (Oct-May, with more days in early part of year less in October due to testing and Dec because of shortened school month); includes on-site work with district instructional coaches, administrators, meeting with teams of teachers to look at student work, to assist with fidelity of implementation, and using Reading Apprenticeship protocols. Also included are regular (quarterly or more) meetings of WestEd/SLI staff with Romulus Community School staff for program updates and alignment with other district efforts.</p> <p>Action Step 2: Year 2 includes 4 days of intensive PD for all staff and administrators. This professional development with deepen the understanding of the Reading Apprenticeship; On-site coaching total of 50 days per school per year (Oct-May, with more days in early part of year less in October due to testing and Dec because of shortened school month); includes on-site work with district instructional coaches, administrators, meeting with teams of teachers to look at student work, to assist with fidelity of implementation, and using Reading Apprenticeship protocols. Also included are regular (quarterly or more) meetings of WestEd/SLI staff with Romulus Community School staff for program updates and alignment with other district efforts.</p> <p>Action Step 3: Year 3 includes; On-site coaching total of 50 days per school per year (Oct-May, with more days in early part of year less in October due to testing and Dec because of shortened school month); includes on-site work with district instructional coaches, administrators, meeting with teams of teachers to look at student work, to assist with fidelity of implementation, and using Reading Apprenticeship protocols. Also included are regular (quarterly or more) meetings of WestEd/SLI staff with Romulus Community School staff for program updates and alignment with other district efforts.</p>	<p><u>Strategy 7; Action Steps 1-3:</u> Teacher Leaders will be trained to be coaches through the Leadership Development program. These internal coaches will continue the program by working with colleagues, thus this model has a built-in component for developing on-site capacity to replace the Reading Apprenticeship coaches from the vendor.</p>

Operational Area	Interventions and Actions	Plan for Sustainability
	Action Step 4. In year 3, West Ed will target a teacher to be released part time to become an in-house, in-district coach. WestEd will develop this person's leadership capacity so the improvement effort can be sustained when our contract with West Ed is completed.	
	<p>Strategy 8: Build in scheduling capacity for additional reading interventions.</p> <p><i>Action Steps:</i></p> <ol style="list-style-type: none"> 1. Deploy Read 180 as intervention strategy for ELA. 2. Revise master schedule to accommodate movement of students out of elective classes to intervention classrooms. (no core classes will be interrupted). 3. Define teacher/counselor/learning team roles in recommending students for class movement. Recommendations will be based on classroom data. 4. Provide professional development to level support teachers on curriculum and student data analysis requirements. 5. Integrate level learning instructors into learning teams. 	<p><u>Strategy 8; Action Steps 1-5:</u> Programs provided will be sustained by the district. As intervention strategies are learned and implemented, the need for extended learning opportunities will diminish resulting in the scale down plan embedded in initiative. Also, once READ 180 is purchased you own it for life.</p>
	<p>Strategy 9: Provide <u>extended learning opportunities</u> through increased instructional time.</p> <p>Action Step .5: Increase class length to 60 minutes each, which will provide for an additional 15 minutes of instruction time. This time will be included in year 2 and year 3, but how it is used may be adjusted.</p> <p>Action Step 1: Deploy staff supervised, after-school and/or Saturday classes, which would be accessible for all students, where the content is pre-loaded, preparing students for upcoming lessons. The overseeing goal is having a highly qualified teacher available to help students as they move through the process of mastering content through practice. Teacher Stipend position. Some programs may include:</p> <p><u>Read Naturally.</u> This structured intervention program combine's teacher modeling;</p>	<p><u>Strategy 9, Action Step .5:</u> During the 2012-2013 school year a committee will be formed between the district and union management to discuss sustainability and longer minute extensions of this additional learning time beyond the current grant cycle</p> <p><u>Strategy 9; Action Steps 1-</u></p>

Operational Area	Interventions and Actions	Plan for Sustainability
	<p>repeated reading, and progress monitor — three strategies that research has shown are effective in improving students' reading proficiency. Using audio support and graphs of their progress, students work with high-interest material at their skill level. Take Aim! At Vocabulary boosts students' vocabulary and teaches high-quality words in the content of nonfiction stories. The Decision Assistant software offers powerful record keeping, placement and reporting features. All of these programs can be used as a targeted intervention. Software edition so it will be available throughout the school</p> <p><u>Do The Math.</u> This research based math intervention was designed by Marilyn Burns to rebuild critical foundations for algebra by focusing on fluency with whole numbers and fluency with fractions. The program scaffolds these topics even further, moving from basic concepts to more complex operational work. Students spend more time on key concepts over the course of multiple lessons, providing the time they need to learn, process and build a deep understanding. It is to be used as a small group intervention for students who are 1 or more years below grade level.</p> <p><u>E2020.</u> Digital instruction enhances the classroom by differentiating instruction and expanding course offerings. This will provide opportunities for students to manage their own learning, participate in group chat discussions, and complete prerequisites. This will add to our existing course catalog in hard-to-fill content areas with 24/7 access to multi-media-rich courses in math, science, language arts, history and electives. E2020 will allow students who failed courses in the traditional classroom to work at their own pace to complete challenging coursework and earn the credits they need. It will provide effective digital instruction strategies that bring success to our students with engagement, relevance and rigor</p> <p><u>Action Step 3:</u> Deploy parent and community focused learning programming (<u>Study Island</u>) that will give classroom teachers and parents an opportunity to work together on their child's content mastery through a fun and interactive learning tools. This deployment will require educating parents on expectations as well as teachers on how they can best leverage this resource (including parent participation) for value-add to their classroom.</p>	<p><u>2:</u> As the use of assessment based teaching and intervention use becomes a common classroom practice, the need for extended learning opportunities throughout the years will proportionately diminish. Data will be collected and analyzed year-to-year on the instructional need of these programs to determine if the budget needs to be created for staffing beyond the SIG years. These programs are onetime costs.</p>

Operational Area	Interventions and Actions	Plan for Sustainability
	<p>Action Step 4: Establishment of after/before school and Saturday <u>Teacher PD Institute</u> for job-embedded learning needs for new interventions.</p> <p>Action Step 5: Continue the existing credit recovery focused <u>Summer Learning Institute</u>. Students failing to meet the district promotion policy must attend summer school to recover promotion opportunity.</p> <p>Action Step 6: College for Kids Summer extension classes will be provided for students. This program was developed in partnership with Wayne County community college and the Romulus Athletic Center. Grants (participation fee and transportation costs) will be provided for students. These summer extension classes are intended to be enrichment in nature.</p> <p>Action Step 7: Summer Programs offered through the University of Michigan Center for Educational Outreach will be provided in the form of scholarships to students on a limited basis. Each child will have the opportunity to apply. The summer programs have a focus on the STEM (Science Technology, Engineering, and Mathematics) framework.</p> <p>Action Step 8: <u>Trimester</u> – Value Add Planning for a trimester schedule will begin during the 2010-2011 school year, with the intent of implementing trimesters beginning with the 2011-2012 school year. Trimesters would be a value add, as it addresses a number of elements: (a) extends the instructional time for ELA and math (classes currently 50 minutes would be extended to approximately 70 minutes every day) – these courses would be year long, (b) allows the students to take one less class each semester, affording more time to prepare for the classes they are taking, (c) provides more time in class for instructional interventions, and (d) provides additional electives and support classes.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Build curriculum strategy for both ELA and Math level learning intervention by assembling content team members and 	<p><u>Strategy 9; Action Step 3:</u> Study Island will be sustained by the district.</p> <p><u>Strategy 9; Action Step 4:</u> As intervention strategies are learned and implemented, the need for extended learning opportunities will diminish resulting in the scale down plan noted in Action Step 4.</p> <p><u>Strategy 9; Action Step 5:</u> this is a fee based credit recovery program that is paid for by individual district parents.</p> <p><u>Strategy 9; Action Step 6-7:</u> summer enrichment opportunities are for students on a “scholarship basis”. Before the conclusion of the 3rd year, the district will begin exploring other funding/grant sources to continue these programs.</p>

Operational Area	Interventions and Actions	Plan for Sustainability
	2. Revise master schedule to accommodate movement of students out of elective classes	
	<p>Strategy 10: Teacher leadership teams will receive training on Michigan Department of Education pilot program: entitled Engaging & Motivating All Students to Achieve Academic Success. This was identified, through the Michigan Department of Education as the largest professional development needs of teachers in the state of Michigan. The goal of this Professional development program is to train teacher leaders on engagement and motivation strategies. A team will be assembled that will support development and implementation of this program. Monthly team meetings will be held to ensure the program becomes embedded in our culture. The Michigan Department of Education will provide ongoing professional development through direct contact, onsite coaching, attendance at conferences, webinar's, etc.</p>	<p><u>Strategy 10, Action Step 1:</u> RMS made application and was accepted to be a part of this program. All funding costs are absorbed by the Michigan Department of Education. This grant provides training for teacher leaders in action research.</p>
LEADERSHIP & LEADERSHIP DEVELOPMENT	<p>Strategy 1: Continue to and build additional deployment strategies for Mid-continent Research for Education and Learning's (McREL) <i>What Matters Most</i> Framework based on research that identifies what matters most – those influences and approaches that stand clearly above the rest. The <i>What Matters Most</i> Framework includes:</p> <ol style="list-style-type: none"> 1. Guarantee challenging, engaging and intentional instruction. At the core of effective systems are teachers who challenge students, develop positive relationships with them, and are intentional in their use of a broad repertoire of teaching strategies. 2. Ensure curricular pathways to success. High performing systems guarantee that every student, in their classroom, no matter what the aspirations, is provided with both <i>challenging and personalized</i> learning experiences that prepare each of them for life success. 3. Provide whole-child student supports. Setting high expectations requires providing students with the scaffolding they need to succeed – a just-in-time, personalized response to students' cognitive, psychosocial, and academic needs. 4. Create school cultures with high expectations for behavior and learning. Effective schools ensure high-quality learning experiences in every classroom. 	<p><u>Strategy 1; Action Steps 1-:</u> The <i>What Matters Most</i> initiative is a continuation of previously acquired professional development in a professional learning community format. RCS is committed to maintaining this culture defining philosophy during the grant period and beyond.</p>

Operational Area	Interventions and Actions	Plan for Sustainability
	<p>At the same time, they develop a culture of high expectations for learning and behavior, which is an even more powerful predictor of student success than socioeconomic status.</p> <p>5. Develop data-driven, high-reliability systems. High-performing school systems put data systems and processes in place to ensure high-quality learning experiences for all students, as well as real-time responses to student failures.</p> <p><i>Action Step 1:</i> District leadership meetings scheduled monthly to review student/classroom data as tied to identified goals.</p>	
	<p>Strategy 2: Leadership will receive extensive training on developing a creating focus on a standards-based, data driven Learning Team system.</p> <p><i>Action Steps</i></p> <ol style="list-style-type: none"> 1. Deliver training to senior, district, and school-level leadership regarding the PLC Learning Team system. 2. Deliver training on a standards-based culture vs. the bell curve reemphasizing the role of time in meeting and exceeding performance standards in a standards-based culture. 3. Provide training and strategies to senior level and central office staff in sharing student achievement accountability and responsibility with school-based leadership (principals, assistant principals). 4. Provide training to principals and assistant principals in developing high performance instructional leadership teams at each school that assume full responsibility in creating the ideal teaching and learning environment; is accountable for a process of continual school improvement that is teacher-led, not administrative driven; understands that the student performance data drives the instructional design and decisions; and develops prescriptive intervention strategies to assist all students in meeting and 	<p><u>Strategy 2; Action Steps 1-4:</u> LT Training & Assistance program is designed to develop strong instructional leaders throughout the school. Site-level assistance & Training sustains implementation, maintains focus, and builds local capacity. Model includes training district and/or school staff to deliver LT school services independently.</p>

Operational Area	Interventions and Actions	Plan for Sustainability
	exceeding performance standards.	
	<p>Strategy 10: Designate an internal leadership team called the Transformation Team. The purpose of the team will be to hold monthly meetings with a variety of stakeholders (staff, district administrators, building leadership, teacher leaders, providers, coaches and anyone else deemed essential to the success of our program) to ensure policy and procedures are in place to meet requirements of the transformation model, support principal on establishing and sustaining a standards based, data driven belief system incorporating a “no-excuses” culture to review and discuss the progress and challenges that may impede the improvement process, communicate and discuss ongoing professional development, status of external providers, timelines, instructional strategies and related data walk-through observations, (formal and informal) to monitor the instructional strategies being used, and keep Superintendent, Cabinet, and Board of Education abreast on progress of plan.</p>	
MONITORING	<p>Strategy 1: Constantly monitor at all levels</p> <p><i>Action Steps</i></p> <ol style="list-style-type: none"> 1. Develop a monitoring plan, in consultation with Learning Point Associates, which is based on our vision for success. This plan will include the examination of teacher and student performance data from pre/post tests and common assessment benchmarks that are aligned to performance standards by term, grade, subject and standard. 2. Walk-through observations (formal-scheduled and informal-unannounced) will be conducted by district and school-based leadership to monitor effective standards-based instructional strategies are being implemented. 3. Goals and objectives will be monitored by the Transformation Team and adjusted quarterly by school based learning teams to ensure performance data is in sync with quarterly goals. If needed, appropriate adjustments and corrections are written into next quarter. 4. Deploy district wide Comprehensive Teacher Evaluation/Student 	<p><u>Strategy 1; Action Steps 1-5:</u> Comprehensive Teacher Evaluation/Student Achievement Program provided will be sustained by the district. Data analysis and frequent observations/feedback will become the school culture for increasing student achievement.</p>

Operational Area	Interventions and Actions	Plan for Sustainability
	<p>Achievement Program designed to create and foster Professional Growth Teams.</p> <p>5. Begin work with Learning Point Associates on developing a student growth model to become a part of the teacher evaluation system.</p>	
<p>POSITIVE BEHAVIOR SUPPORT (PBS)</p>	<p>Strategy 1: Positive Behavior Supports (PBS) utilizes a behaviorally-based systems approach comprised of three essential elements: systems, data, and practices that produce outcomes that enhance a school's capacity to design effective proactive learning environments where learning can occur. The analysis of data based decision making using both formative and summative data are used to guide behavior and academic planning to increase graduation rate, decrease truancy and improve student attendance.</p> <p>Action Step 1: All students will be educated in learning environments that are safe, drug free, and conducive to learning.</p> <p>Measurable Outcomes:</p> <ul style="list-style-type: none"> • Reduced discipline referrals • Reduced suspensions and expulsions • Increased consistency/morale among staff • Support an infrastructure to improve relationships between home, school and community stakeholders • Proactive, predictable, positive learning environments • Supported, successful interventions for students 	<p><i>Strategy 1, Action Step 1:</i> The support from state/regional staff will ensure implementation of PBS with fidelity and work towards building capacity and sustainability in schools. Program materials can be funded through building budgets.</p>
<p>TECHNOLOGY</p>	<p>Strategy 1: 21st Century Classroom Deployment</p> <p><i>Action Steps</i></p> <p>1. Monthly Technology (skill) topic job embedded professional development</p>	<p><u>Strategy 1; Action Step 1-9:</u> 21st century technology support will continue to be provided by the district. 21st century classroom technology will remain in</p>

Operational Area	Interventions and Actions	Plan for Sustainability
	<ol style="list-style-type: none"> 2. Development of Technology-based instructional resources 3. Using online research materials 4. Review CLASS A data for instruction 5. Teacher observation with feedback for monitoring 6. Content specific training with technology and tools 7. End of semester/quarter review of data 8. End of year evaluation of technology integration 9. End of year teacher survey (see survey) <p>Strategy 3: See Strategy 4 and Action Steps under ACADEMIC CONTENT initiative</p>	the school.
TRANSITIONS	<p>Strategy 1: To implement a program that will provide a basis for a successful transition from middle to high school (based on research data indicating this transition success being an indicator of future performance).</p> <p><i>Action steps:</i></p> <ol style="list-style-type: none"> 1. Use data from Class A and NWEA testing to identify struggling students and enroll them in academic support classes. 2. Offer “College Prep” English and Algebra to 8th grade students and advanced math and language arts to 6th and 7th grade students. 3. Schedule and conduct college visitations for RMS students. 4. Conduct a middle school campus visitation from the high school principal, assistant principal, counselors and social worker. 5. Conduct a high school visitation for 8th grade students. 6. Form a transition group through the Pearson model to plan activities for transition to the 9th grade. 7. Conduct career exploration and planning using Career Cruising. 	<p>Strategy 1; Action Step 1-9; These programs are already implemented and have no cost to the grant.</p>

Operational Area	Interventions and Actions	Plan for Sustainability
	8. Provide an opportunity for each 8 th grade student to meet with a counselor to create a high school “four year plan”.	

4. Include a timeline delineating the steps to be taken to implement the selected intervention in each Tier I and Tier II School identified in the LEA's application. (Attachment VII provides a sample rubric for principal selection if the LEA chooses an intervention that requires replacement of the principal.)

Year 1 Planning Timeline: 2010-2011

June	<ul style="list-style-type: none"> <input type="checkbox"/> Orient and collaborate with school and central office staff on the School Improvement Grant (SIG). <input type="checkbox"/> Review and analyze multiple sources of student data, technology data, perception data, curriculum data and school improvement plans to identify needs. <input type="checkbox"/> Determine which intervention model will be used by the district. <input type="checkbox"/> Make recommendations regarding principal reassignments for 2010-2011. <input type="checkbox"/> Continue collaboration with staff to research best practices in behavior, transforming the building culture, math, English language arts (ELA) and an effective Response to Intervention (RtI) model. <input type="checkbox"/> Transfer selected principal to the Middle school.
July	<ul style="list-style-type: none"> <input type="checkbox"/> Determine grant writing team. <input type="checkbox"/> Collaborate with staff strategies to include in the SIG. <input type="checkbox"/> Meet with outside partners to collaborate on the planning process (Wayne County RESA, Pearson Learning Teams, Carnegie Math, Scholastic Literacy/Math Solutions, WestEd, etc.) <input type="checkbox"/> Write, Revise and submit first draft of SIG grant application. <input type="checkbox"/> Set Year 1 calendar dates in conjunction with stakeholders and external providers. <input type="checkbox"/> Begin planning professional development that will have a positive impact on student achievement and attitudes toward learning. <input type="checkbox"/> Develop communication plan that keeps all stakeholders updated about the SIG. <input type="checkbox"/> Administrative team begins to set short term and long range planning goals/benchmarks. <input type="checkbox"/> Student engagement team selected. <input type="checkbox"/> Develop job description for PBS team leader. <input type="checkbox"/> Develop additional duties for Department Chairpersons. <input type="checkbox"/> Develop job description for Academic Services Dean. <input type="checkbox"/> Develop job description for Data/Technology Coach. <input type="checkbox"/> Begin planning external providers such as Scholastic, Pearson Learning Teams, West Ed, and Wayne County RESA.

August	<ul style="list-style-type: none"> <input type="checkbox"/> Continue collaboration with staff to build capacity for change. <input type="checkbox"/> Finalize planning and set 1st year goals with external providers such as Scholastic, Pearson Learning Teams, West Ed, and Wayne County RESA. <input type="checkbox"/> Review and revise and submit final draft of SIG. <input type="checkbox"/> Post for Math Department Chairperson and Science Department Chairperson. <input type="checkbox"/> Post for PBS team leader position. <input type="checkbox"/> Present to RMS Board of Education to explain key elements of the grant. <input type="checkbox"/> Student engagement Team attends initial training in Lansing, MI. <input type="checkbox"/> PBS Team will meet and develop PBS program for fall 2010 implementation. <input type="checkbox"/> Initial training for Pearson Learning team leaders. <input type="checkbox"/> Develop comprehensive professional development schedule for year 1 and schedule visits for internal staff, outside consultants, state staff, etc. <input type="checkbox"/> Ensure alignment of other budgets/plans to School Improvement activities and SIG. <input type="checkbox"/> Provide Positive Behavior Supports training to all staff. <input type="checkbox"/> Provide training for staff on new staff evaluation system. <input type="checkbox"/> Wait for final approval of grant.
September	<ul style="list-style-type: none"> <input type="checkbox"/> Full implementation of grant. <input type="checkbox"/> Submit School Improvement plan to state. <input type="checkbox"/> Initial screening for all students using NWEA testing system. <input type="checkbox"/> Develop training schedule for interpretation of NWEA data. <input type="checkbox"/> Initial screening using common assessments. <input type="checkbox"/> Develop plans for GLCE review according to our data. <input type="checkbox"/> Plan and create goals, in conjunction with external providers, for development and/or updating of curriculum guides, course descriptions, pre-post testing, and other formative/summative assessments. <input type="checkbox"/> Schedule PBS training for all non-teaching employees. <input type="checkbox"/> Ongoing meetings with Pearson learning team advisor to train, develop and support implementation of Learning Teams. <input type="checkbox"/> Conduct ongoing facilitation of Learning Teams. <input type="checkbox"/> Conduct ongoing data meetings to include all support staff. <input type="checkbox"/> Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Learning Teams, Math coaching, Reading Apprenticeship and PBS. <input type="checkbox"/> Develop and submit application for the National Network of Partnership Schools. <input type="checkbox"/> Host Parent and Community events <input type="checkbox"/> Monthly meeting of the PBS Steering committee to review data and develop next steps. <input type="checkbox"/> Monthly meeting of Student Motivation and Engagement Team. <input type="checkbox"/> Plan and purchase individual classroom libraries.

	<ul style="list-style-type: none"> <input type="checkbox"/> Review technology needs, develop a purchasing plan and identify goals with District Technology Administrator. <input type="checkbox"/> Continue to provide comprehensive PD courses outside of the student day to continually refine teaching practices and instructional strategies that are a part of the SIG. <input type="checkbox"/> Begin meeting with Learning Point Associates to develop grant monitoring and implementation. <input type="checkbox"/> Academic Services Dean begins development of comprehensive after school program.
October	<ul style="list-style-type: none"> <input type="checkbox"/> Administer MEAP assessment. <input type="checkbox"/> Begin development of RtI model in conjunction with Wayne County RESA, including standardized progress monitoring tools. <input type="checkbox"/> Ongoing meetings with Pearson learning team advisor to train, develop and support implementation of Learning Teams. <input type="checkbox"/> Conduct ongoing facilitation of Learning Teams. <input type="checkbox"/> Conduct ongoing data meetings to include all support staff. <input type="checkbox"/> Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Learning Teams, Math coaching, Reading Apprenticeship and PBS. <input type="checkbox"/> Executive Oversight of initiatives and monitor SIG implementation via on-site Learning Point Associates. <input type="checkbox"/> Select staff to attend Illinois Statewide PBS conference. <input type="checkbox"/> Monthly Math Intensive Training through Wayne RESA and University of Michigan—Dearborn, which includes 1 after school meeting and coaching. <input type="checkbox"/> Monthly meeting of the PBS Steering committee to review data and develop next steps. <input type="checkbox"/> Monthly meeting of Student Motivation and Engagement Team. <input type="checkbox"/> Purchase technology materials and begin implementation of technology plan. <input type="checkbox"/> Continue to provide comprehensive PD courses outside of the student day to continually refine teaching practices and instructional strategies that are a part of the SIG. <input type="checkbox"/> Academic Services Dean implements comprehensive after school program. <input type="checkbox"/> Data/Technology coach develops a comprehensive professional development plan for staff.
November	<ul style="list-style-type: none"> <input type="checkbox"/> Host Parent and Community events <input type="checkbox"/> Ongoing meetings with Pearson learning team advisor to train, develop and support implementation of Learning Teams. <input type="checkbox"/> Conduct ongoing facilitation of Learning Teams. <input type="checkbox"/> Conduct ongoing data meetings to include all support staff. <input type="checkbox"/> Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Learning Teams, Math coaching, Reading Apprenticeship and PBS. <input type="checkbox"/> Executive Oversight of initiatives and monitor SIG implementation via on-site Learning Point Associates. <input type="checkbox"/> Conduct two training days for Reading Apprenticeship. <input type="checkbox"/> Monthly Math Intensive Training through Wayne RESA and University of Michigan—Dearborn, which includes 1 after school meeting and coaching. <input type="checkbox"/> Monthly meeting of the PBS Steering committee to review data and develop next steps.

	<ul style="list-style-type: none"> <input type="checkbox"/> Monthly meeting of Student Motivation and Engagement Team. <input type="checkbox"/> Continue to provide comprehensive PD courses outside of the student day to continually refine teaching practices and instructional strategies that are a part of the SIG. <input type="checkbox"/> Create a committee called “Extending Learning Time” to look at using additional instructional minutes for the 2011-2012 school year, i.e. trimesters, zero hour, extended advisor period, etc. <input type="checkbox"/> Academic Services Dean continues to monitor, implement, collect data and report on After School Programs.
December	<ul style="list-style-type: none"> <input type="checkbox"/> Ongoing meetings with Pearson learning team advisor to train, develop and support implementation of Learning Teams. <input type="checkbox"/> Conduct ongoing facilitation of Learning Teams. <input type="checkbox"/> Conduct ongoing data meetings to include all support staff. <input type="checkbox"/> Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Learning Teams, Math coaching, Reading Apprenticeship and PBS. <input type="checkbox"/> Executive Oversight of initiatives and monitor SIG implementation via on-site Learning Point Associates. <input type="checkbox"/> Monthly Math Intensive Training through Wayne RESA and University of Michigan—Dearborn, which includes 1 after school meeting and coaching. <input type="checkbox"/> Monthly meeting of the PBS Steering committee to review data and develop next steps. <input type="checkbox"/> Monthly meeting of Student Motivation and Engagement Team. <input type="checkbox"/> Academic Services Dean continues to monitor, implement, collect data and report on After School Programs. <input type="checkbox"/> Extending Learning Time committee meets to continue planning.
January	<ul style="list-style-type: none"> <input type="checkbox"/> Host Parent and Community events <input type="checkbox"/> Ongoing meetings with Pearson learning team advisor to train, develop and support implementation of Learning Teams. <input type="checkbox"/> Conduct ongoing facilitation of Learning Teams. <input type="checkbox"/> Conduct ongoing data meetings to include all support staff. <input type="checkbox"/> Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Learning Teams, Math coaching, Reading Apprenticeship and PBS. <input type="checkbox"/> Executive Oversight of initiatives and monitor SIG implementation via on-site Learning Point Associates. <input type="checkbox"/> Monthly Math Intensive Training through Wayne RESA and University of Michigan—Dearborn, which includes 1 after school meeting and coaching. <input type="checkbox"/> Monthly meeting of the PBS Steering committee to review data and develop next steps. <input type="checkbox"/> Monthly meeting of Student Motivation and Engagement Team. <input type="checkbox"/> Mid year benchmark assessment using NWEA. <input type="checkbox"/> Review plan, in conjunction with external providers, for development and/or updating of curriculum guides, course descriptions, pre-post testing, and other formative/summative assessments. <input type="checkbox"/> Begin planning for Tier 2 PBS interventions.

	<ul style="list-style-type: none"> <input type="checkbox"/> Submit updates and progress of School Improvement grant to RMS Board of Education. <input type="checkbox"/> Extended Learning Time Committee meets to discuss progress. <input type="checkbox"/> Review state assessment data results to revise plan as needed. <input type="checkbox"/> Continue to provide comprehensive PD courses outside of the student day to continually refine teaching practices and instructional strategies that are a part of the SIG. <input type="checkbox"/> Academic Services Dean continues to monitor, implementation, collect data and report on After School Programs. <input type="checkbox"/> Data/Technology coach does a review of the comprehensive professional development plan.
February	<ul style="list-style-type: none"> <input type="checkbox"/> Ongoing meetings with Pearson learning team advisor to train, develop and support implementation of Learning Teams. <input type="checkbox"/> Conduct ongoing facilitation of Learning Teams. <input type="checkbox"/> Conduct ongoing data meetings to include all support staff. <input type="checkbox"/> Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Learning Teams, Math coaching, Reading Apprenticeship and PBS. <input type="checkbox"/> Executive Oversight of initiatives and monitor SIG implementation via on-site Learning Point Associates. <input type="checkbox"/> Monthly Math Intensive Training through Wayne RESA and University of Michigan—Dearborn, which includes 1 after school meeting and coaching. <input type="checkbox"/> Monthly meeting of the PBS Steering committee to review data and develop next steps. <input type="checkbox"/> Monthly meeting of Student Motivation and Engagement Team. <input type="checkbox"/> Monitor implementation of technology plan. <input type="checkbox"/> Training for leadership team and staff on NWEA data interpretation. <input type="checkbox"/> Continue to provide comprehensive PD courses outside of the student day to continually refine teaching practices and instructional strategies that are a part of the SIG. <input type="checkbox"/> Academic Services Dean continues to monitor, implement, collect data and report on After School Programs. <input type="checkbox"/> Academic Services Dean begins planning for implementation of summer school programming.
March	<ul style="list-style-type: none"> <input type="checkbox"/> Host Parent and Community events <input type="checkbox"/> Ongoing meetings with Pearson learning team advisor to train, develop and support implementation of Learning Teams. <input type="checkbox"/> Conduct ongoing facilitation of Learning Teams. <input type="checkbox"/> Conduct ongoing data meetings to include all support staff. <input type="checkbox"/> Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Learning Teams, Math coaching, Reading Apprenticeship and PBS. <input type="checkbox"/> Executive Oversight of initiatives and monitor SIG implementation via on-site Learning Point Associates. <input type="checkbox"/> Monthly Math Intensive Training through Wayne RESA and University of Michigan—Dearborn, which includes 1 after school meeting and coaching. <input type="checkbox"/> Monthly meeting of the PBS Steering committee to review data and develop next steps. <input type="checkbox"/> Monthly meeting of Student Motivation and Engagement Team.

	<ul style="list-style-type: none"> <input type="checkbox"/> Continue to provide comprehensive PD courses outside of the student day to continually refine teaching practices and instructional strategies that are a part of the SIG. <input type="checkbox"/> Trimester team meets to plan for 2011-2012. <input type="checkbox"/> Meet with counseling team to discuss class scheduling for 2011-2012 as it relates to the SIG. <input type="checkbox"/> Academic Services Dean continues to monitor, implement, collect data and report on After School Programs. <input type="checkbox"/> Learning Point Associates begins consultation with Academic Services Dean about after school programming. <input type="checkbox"/> Extending Learning Time committee meets and prepares final recommendations.
April	<ul style="list-style-type: none"> <input type="checkbox"/> Ongoing meetings with Pearson learning team advisor to train, develop and support implementation of Learning Teams. <input type="checkbox"/> Conduct ongoing facilitation of Learning Teams. <input type="checkbox"/> Conduct ongoing data meetings to include all support staff. <input type="checkbox"/> Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Learning Teams, Math coaching, Reading Apprenticeship and PBS. <input type="checkbox"/> Executive Oversight of initiatives and monitor SIG implementation via on-site Learning Point Associates. <input type="checkbox"/> Monthly Math Intensive Training through Wayne RESA and University of Michigan—Dearborn, which includes 1 after school meeting and coaching. <input type="checkbox"/> Monthly meeting of the PBS Steering committee to review data and develop next steps. <input type="checkbox"/> Monthly meeting of Student Motivation and Engagement Team. <input type="checkbox"/> Continue to provide comprehensive PD courses outside of the student day to continually refine teaching practices and instructional strategies that are a part of the SIG. <input type="checkbox"/> Academic Services Dean continues to monitor, implement, collect data and report on After School Programs. <input type="checkbox"/> Student applications are distributed for summer school learning program. <input type="checkbox"/> Extended Learning Time committee final approval of recommendations.
May	<ul style="list-style-type: none"> <input type="checkbox"/> Host Parent and Community events <input type="checkbox"/> Administer WE Survey <input type="checkbox"/> Ongoing meetings with Pearson learning team advisor to train, develop and support implementation of Learning Teams. <input type="checkbox"/> Conduct ongoing facilitation of Learning Teams. <input type="checkbox"/> Conduct ongoing data meetings to include all support staff. <input type="checkbox"/> Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Learning Teams, Math coaching, Reading Apprenticeship and PBS. <input type="checkbox"/> Executive Oversight of initiatives and monitor SIG implementation via on-site Learning Point Associates <input type="checkbox"/> Monthly Math Intensive Training through Wayne RESA and University of Michigan—Dearborn, which includes 1 after school meeting and coaching. <input type="checkbox"/> Monthly meeting of the PBS Steering committee to review data and develop next steps. <input type="checkbox"/> Monthly meeting of Student Motivation and Engagement Team. <input type="checkbox"/> End of year Benchmark assessment using NWEA.

	<ul style="list-style-type: none"> <input type="checkbox"/> Continue to provide comprehensive PD courses outside of the student day to continually refine teaching practices and instructional strategies that are a part of the SIG. <input type="checkbox"/> Academic Services Dean wraps up after school program. <input type="checkbox"/> Students are selected for entrance into summer school learning programs. <input type="checkbox"/> Report is developed and written by Learning Point Associates about after school programming. <input type="checkbox"/> Data/Technology Coach begins developing professional development plan for 2011-2012.
June	<ul style="list-style-type: none"> <input type="checkbox"/> Ongoing meetings with Pearson learning team advisor to train, develop and support implementation of Learning Teams. <input type="checkbox"/> Conduct ongoing facilitation of Learning Teams. <input type="checkbox"/> Conduct ongoing data meetings to include all support staff. <input type="checkbox"/> Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Learning Teams, Math coaching, Reading Apprenticeship and PBS. <input type="checkbox"/> Executive Oversight of initiatives and monitor SIG implementation via Learning Point Associates. <input type="checkbox"/> Host training for data interpretation and planning for the WE Survey. <input type="checkbox"/> Monthly meeting of the PBS Steering committee to review data and develop next steps. <input type="checkbox"/> Monthly meeting of Student Motivation and Engagement Team. <input type="checkbox"/> Complete development and/or updating of curriculum guides, course descriptions, pre-post testing, and other formative/summative assessments. <input type="checkbox"/> Submit updates and progress of School Improvement grant to RMS Board of Education. <input type="checkbox"/> Purchase materials, equipment, and supplies for the upcoming school year. <input type="checkbox"/> Finalize schedule for 2011-2012. <input type="checkbox"/> Academic Services Dean begins updating after school programming for 2011-2012 based on Learning Point Associates assessment.

Year 2 Planning Timeline: 2011-2012

July	<ul style="list-style-type: none"> <input type="checkbox"/> Conduct Yearly PBS Planning Meeting; finalize plans for Tier 2 interventions. <input type="checkbox"/> Administrative Team Meeting to review goals and benchmarks from Year 1 Implementation. <input type="checkbox"/> Develop Year 2 goals and benchmarks <input type="checkbox"/> Develop job description and posting for hiring of PBS Coach <input type="checkbox"/> Assess technology needs and develop plan for year 2. <input type="checkbox"/> Analyze data, identify gaps in data and initiatives, locate strengths and weakness, and devise goals and strategies to target areas of weakness. <input type="checkbox"/> Continue to provide comprehensive PD courses outside of the student day to continually refine teaching practices and instructional strategies that are a part of the SIG. <input type="checkbox"/> Revise SIG plans to reflect data findings. <input type="checkbox"/> Ensure alignment of other budgets/plans to School Improvement Activities. <input type="checkbox"/> Revise comprehensive professional development schedule for year 2. <input type="checkbox"/> Revise planning timeline for 2011-2013
August	<ul style="list-style-type: none"> <input type="checkbox"/> Conduct Reading Apprenticeship Training <input type="checkbox"/> Training for staff on using curriculum guides, pre-post testing and other formative/summative assessments. <input type="checkbox"/> Post and hire for PBS Coach Position. <input type="checkbox"/> Train new staff on SIG initiatives. <input type="checkbox"/> Continue to provide comprehensive PD courses outside of the student day to continually refine teaching practices and instructional strategies that are a part of the SIG.
September	<ul style="list-style-type: none"> <input type="checkbox"/> Host Parent and Community events <input type="checkbox"/> Ongoing meetings with Pearson learning team advisor to train, develop and support implementation of Learning Teams. <input type="checkbox"/> Conduct ongoing facilitation of Learning Teams. <input type="checkbox"/> Conduct ongoing data meetings to include all support staff. <input type="checkbox"/> Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Learning Teams, Math coaching, Reading Apprenticeship and PBS. <input type="checkbox"/> Executive Oversight of initiatives and monitor SIG implementation via on-site Learning Point Associates. <input type="checkbox"/> Submit School Improvement plan to state. <input type="checkbox"/> Initial screening for all students using NWEA testing system. <input type="checkbox"/> Initial screening using common assessments. <input type="checkbox"/> Develop plans for GLCE review according to our data. <input type="checkbox"/> Monthly meeting of the PBS Steering committee to review data and develop next steps. <input type="checkbox"/> Monthly meeting of Student Motivation and Engagement Team. <input type="checkbox"/> Training for leadership team and staff on NWEA data interpretation. <input type="checkbox"/> Continue to provide comprehensive PD courses outside of the student day to continually refine teaching practices and

	<p>instructional strategies that are a part of the SIG.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Academic Services Dean implements and monitors comprehensive after school program. <input type="checkbox"/> Data/Technology Coach implements professional development plan for staff.
October	<ul style="list-style-type: none"> <input type="checkbox"/> Ongoing meetings with Pearson learning team advisor to train, develop and support implementation of Learning Teams. <input type="checkbox"/> Conduct ongoing facilitation of Learning Teams. <input type="checkbox"/> Conduct ongoing data meetings to include all support staff. <input type="checkbox"/> Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Learning Teams, Math coaching, Reading Apprenticeship and PBS. <input type="checkbox"/> Executive Oversight of initiatives and monitor SIG implementation via on-site Learning Point Associates. <input type="checkbox"/> Select staff to attend Illinois Statewide PBS conference. <input type="checkbox"/> Monthly Math Intensive Training through Wayne RESA and University of Michigan—Dearborn, which includes 1 after school meeting and coaching. <input type="checkbox"/> Monthly meeting of the PBS Steering committee to review data and develop next steps. <input type="checkbox"/> Monthly meeting of Student Motivation and Engagement Team. <input type="checkbox"/> Continue to provide comprehensive PD courses outside of the student day to continually refine teaching practices and instructional strategies that are a part of the SIG. <input type="checkbox"/> Academic Services Dean implements and monitors comprehensive after school program.
November	<ul style="list-style-type: none"> <input type="checkbox"/> Host Parent and Community events <input type="checkbox"/> Conduct two days of Professional Development for Reading Apprenticeship. <input type="checkbox"/> Ongoing meetings with Pearson learning team advisor to train, develop and support implementation of Learning Teams. <input type="checkbox"/> Conduct ongoing facilitation of Learning Teams. <input type="checkbox"/> Conduct ongoing data meetings to include all support staff. <input type="checkbox"/> Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Learning Teams, Math coaching, Reading Apprenticeship and PBS. <input type="checkbox"/> Executive Oversight of initiatives and monitor SIG implementation via on-site Learning Point Associates. <input type="checkbox"/> Monthly Math Intensive Training through Wayne RESA and University of Michigan—Dearborn, which includes 1 after school meeting and coaching. <input type="checkbox"/> Monthly meeting of the PBS Steering committee to review data and develop next steps. <input type="checkbox"/> Monthly meeting of Student Motivation and Engagement Team. <input type="checkbox"/> Study Island Training will be made available to staff. <input type="checkbox"/> Continue to provide comprehensive PD courses outside of the student day to continually refine teaching practices and instructional strategies that are a part of the SIG. <input type="checkbox"/> Academic Services Dean implements and monitors comprehensive after school program.
December	<ul style="list-style-type: none"> <input type="checkbox"/> Ongoing meetings with Pearson learning team advisor to train, develop and support implementation of Learning Teams. <input type="checkbox"/> Conduct ongoing facilitation of Learning Teams.

	<ul style="list-style-type: none"> <input type="checkbox"/> Conduct ongoing data meetings to include all support staff. <input type="checkbox"/> Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Learning Teams, Math coaching, Reading Apprenticeship and PBS. <input type="checkbox"/> Executive Oversight of initiatives and monitor SIG implementation via on-site Learning Point Associates. <input type="checkbox"/> Monthly Math Intensive Training through Wayne RESA and University of Michigan—Dearborn, which includes 1 after school meeting and coaching. <input type="checkbox"/> Monthly meeting of the PBS Steering committee to review data and develop next steps. <input type="checkbox"/> Monthly meeting of Student Motivation and Engagement Team. <input type="checkbox"/> Academic Services Dean implements and monitors comprehensive after school program.
January	<ul style="list-style-type: none"> <input type="checkbox"/> Host Parent and Community events <input type="checkbox"/> Ongoing meetings with Pearson learning team advisor to train, develop and support implementation of Learning Teams. <input type="checkbox"/> Conduct ongoing facilitation of Learning Teams. <input type="checkbox"/> Conduct ongoing data meetings to include all support staff. <input type="checkbox"/> Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Learning Teams, Math coaching, Reading Apprenticeship and PBS. <input type="checkbox"/> Executive Oversight of initiatives and monitor SIG implementation via on-site Learning Point Associates. <input type="checkbox"/> Monthly Math Intensive Training through Wayne RESA and University of Michigan—Dearborn, which includes 1 after school meeting and coaching. <input type="checkbox"/> Mid-year data review and reporting by Scholastic (Read 180) <input type="checkbox"/> Monthly meeting of the PBS Steering committee to review data and develop next steps. <input type="checkbox"/> Monthly meeting of Student Motivation and Engagement Team. <input type="checkbox"/> Mid Year Benchmark Assessment for NWEA. <input type="checkbox"/> Begin planning for Tier 3 PBS interventions. <input type="checkbox"/> Submit updates and progress of School Improvement grant to RMS Board of Education. <input type="checkbox"/> Review state assessment data results to revise plan as needed. <input type="checkbox"/> Study Island Training will be made available to staff. <input type="checkbox"/> Continue to provide comprehensive PD courses outside of the student day to continually refine teaching practices and instructional strategies that are a part of the SIG. <input type="checkbox"/> Academic Services Dean implements and monitors comprehensive after school program. <input type="checkbox"/> Data/Technology Coach reviews and updates professional development plan for staff.
February	<ul style="list-style-type: none"> <input type="checkbox"/> Ongoing meetings with Pearson learning team advisor to train, develop and support implementation of Learning Teams. <input type="checkbox"/> Conduct ongoing facilitation of Learning Teams. <input type="checkbox"/> Conduct ongoing data meetings to include all support staff. <input type="checkbox"/> Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Learning Teams, Math coaching, Reading Apprenticeship and PBS. <input type="checkbox"/> Executive Oversight of initiatives and monitor SIG implementation via on-site Learning Point Associates

	<ul style="list-style-type: none"> <input type="checkbox"/> Monthly Math Intensive Training through Wayne RESA and University of Michigan—Dearborn, which includes 1 after school meeting and coaching. <input type="checkbox"/> Monthly meeting of the PBS Steering committee to review data and develop next steps. <input type="checkbox"/> Monthly meeting of Student Motivation and Engagement Team. <input type="checkbox"/> Training for leadership team and staff on NWEA data interpretation. <input type="checkbox"/> Continue to provide comprehensive PD courses outside of the student day to continually refine teaching practices and instructional strategies that are a part of the SIG. <input type="checkbox"/> Begin development of schedules for 2012-2013. <input type="checkbox"/> Academic Services Dean implements and monitors comprehensive after school program. <input type="checkbox"/> Academic Services Dean begins planning for summer school programming.
March	<ul style="list-style-type: none"> <input type="checkbox"/> Host Parent and Community events <input type="checkbox"/> Ongoing meetings with Pearson learning team advisor to train, develop and support implementation of Learning Teams. <input type="checkbox"/> Conduct ongoing facilitation of Learning Teams. <input type="checkbox"/> Conduct ongoing data meetings to include all support staff. <input type="checkbox"/> Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Learning Teams, Math coaching, Reading Apprenticeship and PBS. <input type="checkbox"/> Executive Oversight of initiatives and monitor SIG implementation via on-site Learning Point Associates. <input type="checkbox"/> Monthly Math Intensive Training through Wayne RESA and University of Michigan—Dearborn, which includes 1 after school meeting and coaching. <input type="checkbox"/> Monthly meeting of the PBS Steering committee to review data and develop next steps. <input type="checkbox"/> Monthly meeting of Student Motivation and Engagement Team. <input type="checkbox"/> Continue to provide comprehensive PD courses outside of the student day to continually refine teaching practices and instructional strategies that are a part of the SIG. <input type="checkbox"/> Academic Services Dean implements and monitors comprehensive after school program.
April	<ul style="list-style-type: none"> <input type="checkbox"/> Ongoing meetings with Pearson learning team advisor to train, develop and support implementation of Learning Teams. <input type="checkbox"/> Conduct ongoing facilitation of Learning Teams. <input type="checkbox"/> Conduct ongoing data meetings to include all support staff. <input type="checkbox"/> Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Learning Teams, Math coaching, Reading Apprenticeship and PBS. <input type="checkbox"/> Executive Oversight of initiatives and monitor SIG implementation via on-site Learning Point Associates. <input type="checkbox"/> Monthly Math Intensive Training through Wayne RESA and University of Michigan—Dearborn, which includes 1 after school meeting and coaching. <input type="checkbox"/> Monthly meeting of the PBS Steering committee to review data and develop next steps. <input type="checkbox"/> Monthly meeting of Student Motivation and Engagement Team. <input type="checkbox"/> Study Island Training will be made available to staff. <input type="checkbox"/> Continue to provide comprehensive PD courses outside of the student day to continually refine teaching practices and

	<p>instructional strategies that are a part of the SIG.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Academic Services Dean implements and monitors comprehensive after school program. <input type="checkbox"/> Student summer school applications are distributed.
May	<ul style="list-style-type: none"> <input type="checkbox"/> Host Parent and Community events <input type="checkbox"/> Ongoing meetings with Pearson learning team advisor to train, develop and support implementation of Learning Teams. <input type="checkbox"/> Conduct ongoing facilitation of Learning Teams. <input type="checkbox"/> Conduct ongoing data meetings to include all support staff. <input type="checkbox"/> Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Learning Teams, Math coaching, Reading Apprenticeship and PBS. <input type="checkbox"/> Executive Oversight of initiatives and monitor SIG implementation via on-site Learning Point Associates. <input type="checkbox"/> Administer WE Survey <input type="checkbox"/> Monthly Math Intensive Training through Wayne RESA and University of Michigan—Dearborn, which includes 1 after school meeting and coaching. <input type="checkbox"/> Monthly meeting of the PBS Steering committee to review data and develop next steps. <input type="checkbox"/> Monthly meeting of Student Motivation and Engagement Team. <input type="checkbox"/> End of year Benchmark assessment using NWEA <input type="checkbox"/> End of year reflection and update of curriculum guides, pre-post testing and other formative/summative assessments. <input type="checkbox"/> Continue to provide comprehensive PD courses outside of the student day to continually refine teaching practices and instructional strategies that are a part of the SIG. <input type="checkbox"/> Academic Services Dean wraps up and reflects upon after school programming. <input type="checkbox"/> Academic Services Dean begins selecting people for summer school programming.
June	<ul style="list-style-type: none"> <input type="checkbox"/> Ongoing meetings with Pearson learning team advisor to train, develop and support implementation of Learning Teams. <input type="checkbox"/> Conduct ongoing facilitation of Learning Teams. <input type="checkbox"/> Conduct ongoing data meetings to include all support staff. <input type="checkbox"/> Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Learning Teams, Math coaching, Reading Apprenticeship and PBS. <input type="checkbox"/> Executive Oversight of initiatives and monitor SIG implementation via on-site Learning Point Associates. <input type="checkbox"/> Host training for data interpretation and planning for the WE Survey. <input type="checkbox"/> Monthly meeting of the PBS Steering committee to review data and develop next steps. <input type="checkbox"/> Monthly meeting of Student Motivation and Engagement Team. <input type="checkbox"/> Submit updates and progress of School Improvement grant to RMS Board of Education. <input type="checkbox"/> Purchase materials, equipment, and supplies for the upcoming school year. <input type="checkbox"/> Begin the revision of curriculum, pacing guides, formative/summative assessments. <input type="checkbox"/> Finalize schedule for 2012-2013. <input type="checkbox"/> Data/Technology coach will begin working on professional development plan for 2012-2013 school year.

Year 3 Planning Timeline: 2012-2013

July	<ul style="list-style-type: none"> <input type="checkbox"/> Conduct Yearly PBS Planning Meeting; finalize plans for Tier 3 interventions. <input type="checkbox"/> Administrative Team Meeting to review goals and benchmarks from Year 2 Implementation. <input type="checkbox"/> Develop Year 3 goals and benchmarks <input type="checkbox"/> Assess technology needs for year 3 and review goals. <input type="checkbox"/> Analyze data, identify gaps in data and initiatives, locate strengths and weakness, devise goals and strategies to target areas of weakness. <input type="checkbox"/> Revise SIG plans to reflect data findings. <input type="checkbox"/> Ensure alignment of other budgets/plans to School Improvement Activities. <input type="checkbox"/> Revise comprehensive professional development schedule for year 3. <input type="checkbox"/> Continue to provide comprehensive PD courses outside of the student day to continually refine teaching practices and instructional strategies that are a part of the SIG. <input type="checkbox"/> Revise Planning Timeline for 2012-2013
August	<ul style="list-style-type: none"> <input type="checkbox"/> Training for staff on using curriculum guides, pre-post testing and other formative/summative assessments. <input type="checkbox"/> Train new staff on SIG initiatives. <input type="checkbox"/> Continue to provide comprehensive PD courses outside of the student day to continually refine teaching practices and instructional strategies that are a part of the SIG.
September	<ul style="list-style-type: none"> <input type="checkbox"/> Host Parent and Community events <input type="checkbox"/> Ongoing meetings with Pearson learning team advisor to train, develop and support implementation of Learning Teams. <input type="checkbox"/> Conduct ongoing facilitation of Learning Teams. <input type="checkbox"/> Conduct ongoing data meetings to include all support staff. <input type="checkbox"/> Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Learning Teams, Math coaching, Reading Apprenticeship and PBS. <input type="checkbox"/> Executive Oversight of initiatives and monitor SIG implementation via on-site Learning Point Associates. <input type="checkbox"/> Submit School Improvement plan to state. <input type="checkbox"/> Initial screening for all students using NWEA testing system. <input type="checkbox"/> Initial screening using common assessments. <input type="checkbox"/> Develop plans for GLCE review according to our data. <input type="checkbox"/> Monthly meeting of the PBS Steering committee to review data and develop next steps. <input type="checkbox"/> Monthly meeting of Student Motivation and Engagement Team. <input type="checkbox"/> Begin implementation of Year 3 technology plan. <input type="checkbox"/> Training for leadership team and staff on NWEA data interpretation. <input type="checkbox"/> Continue to provide comprehensive PD courses outside of the student day to continually refine teaching practices and instructional strategies that are a part of the SIG. <input type="checkbox"/> Academic Services Dean implements and monitors comprehensive after school program. <input type="checkbox"/> Data/Technology coach will implement staff professional development plan.

October	<ul style="list-style-type: none"> <input type="checkbox"/> Ongoing meetings with Pearson learning team advisor to train, develop and support implementation of Learning Teams. <input type="checkbox"/> Conduct ongoing facilitation of Learning Teams. <input type="checkbox"/> Conduct ongoing data meetings to include all support staff. <input type="checkbox"/> Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Learning Teams, Math coaching, Reading Apprenticeship and PBS. <input type="checkbox"/> Executive Oversight of initiatives and monitor SIG implementation via on-site Learning Point Associates. <input type="checkbox"/> Select staff to attend Illinois Statewide PBS conference. <input type="checkbox"/> Monthly Math Intensive Training through Wayne RESA and University of Michigan—Dearborn, which includes 1 after school meeting and coaching. <input type="checkbox"/> Monthly meeting of the PBS Steering committee to review data and develop next steps. <input type="checkbox"/> Monthly meeting of Student Motivation and Engagement Team. <input type="checkbox"/> Continue to provide comprehensive PD courses outside of the student day to continually refine teaching practices and instructional strategies that are a part of the SIG. <input type="checkbox"/> Academic Services Dean implements and monitors comprehensive after school program.
November	<ul style="list-style-type: none"> <input type="checkbox"/> Host Parent and Community events <input type="checkbox"/> Ongoing meetings with Pearson learning team advisor to train, develop and support implementation of Learning Teams. <input type="checkbox"/> Conduct ongoing facilitation of Learning Teams. <input type="checkbox"/> Conduct ongoing data meetings to include all support staff. <input type="checkbox"/> Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Learning Teams, Math coaching, Reading Apprenticeship and PBS. <input type="checkbox"/> Executive Oversight of initiatives and monitor SIG implementation via on-site Learning Point Associates. <input type="checkbox"/> Monthly Math Intensive Training through Wayne RESA and University of Michigan—Dearborn, which includes 1 after school meeting and coaching. <input type="checkbox"/> Monthly meeting of the PBS Steering committee to review data and develop next steps. <input type="checkbox"/> Monthly meeting of Student Motivation and Engagement Team. <input type="checkbox"/> Study Island Training will be made available to staff. <input type="checkbox"/> Continue to provide comprehensive PD courses outside of the student day to continually refine teaching practices and instructional strategies that are a part of the SIG. <input type="checkbox"/> Academic Services Dean implements and monitors comprehensive after school program.
December	<ul style="list-style-type: none"> <input type="checkbox"/> Ongoing meetings with Pearson learning team advisor to train, develop and support implementation of Learning Teams. <input type="checkbox"/> Conduct ongoing facilitation of Learning Teams. <input type="checkbox"/> Conduct ongoing data meetings to include all support staff. <input type="checkbox"/> Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Learning Teams, Math coaching, Reading Apprenticeship and PBS. <input type="checkbox"/> Executive Oversight of initiatives and monitor SIG implementation via on-site Learning Point Associates. <input type="checkbox"/> Monthly Math Intensive Training through Wayne RESA and University of Michigan—Dearborn, which includes 1 after school meeting and coaching.

	<input type="checkbox"/> Monthly meeting of the PBS Steering committee to review data and develop next steps. <input type="checkbox"/> Monthly meeting of Student Motivation and Engagement Team. <input type="checkbox"/> Academic Services Dean implements and monitors comprehensive after school program.
January	<input type="checkbox"/> Host Parent and Community events <input type="checkbox"/> Ongoing meetings with Pearson learning team advisor to train, develop and support implementation of Learning Teams. <input type="checkbox"/> Conduct ongoing facilitation of Learning Teams. <input type="checkbox"/> Conduct ongoing data meetings to include all support staff. <input type="checkbox"/> Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Learning Teams, Math coaching, Reading Apprenticeship and PBS. <input type="checkbox"/> Executive Oversight of initiatives and monitor SIG implementation via on-site Learning Point Associates. <input type="checkbox"/> Monthly Math Intensive Training through Wayne RESA and University of Michigan—Dearborn, which includes 1 after school meeting and coaching. <input type="checkbox"/> Mid-year data review and reporting by Scholastic (Read 180) <input type="checkbox"/> Monthly meeting of the PBS Steering committee to review data and develop next steps. <input type="checkbox"/> Monthly meeting of Student Motivation and Engagement Team. <input type="checkbox"/> Mid Year Benchmark Assessment using NWEA <input type="checkbox"/> Submit updates and progress of School Improvement grant to RMS Board of Education. <input type="checkbox"/> Study Island Training will be made available to staff. <input type="checkbox"/> Continue to provide comprehensive PD courses outside of the student day to continually refine teaching practices and instructional strategies that are a part of the SIG. <input type="checkbox"/> Academic Services Dean implements and monitors comprehensive after school program. <input type="checkbox"/> Data/Technology Coach will update/revise staff professional development plan.
February	<input type="checkbox"/> Ongoing meetings with Pearson learning team advisor to train, develop and support implementation of Learning Teams. <input type="checkbox"/> Conduct ongoing facilitation of Learning Teams. <input type="checkbox"/> Conduct ongoing data meetings to include all support staff. <input type="checkbox"/> Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Learning Teams, Math coaching, Reading Apprenticeship and PBS. <input type="checkbox"/> Executive Oversight of initiatives and monitor SIG implementation via on-site Learning Point Associates. <input type="checkbox"/> Monthly Math Intensive Training through Wayne RESA and University of Michigan—Dearborn, which includes 1 after school meeting and coaching. <input type="checkbox"/> Monthly meeting of the PBS Steering committee to review data and develop next steps. <input type="checkbox"/> Monthly meeting of Student Motivation and Engagement Team. <input type="checkbox"/> Training for leadership team and staff on NWEA data interpretation. <input type="checkbox"/> Continue to provide comprehensive PD courses outside of the student day to continually refine teaching practices and instructional strategies that are a part of the SIG. <input type="checkbox"/> Academic Services Dean implements and monitors comprehensive after school program.
March	<input type="checkbox"/> Host Parent and Community events

	<ul style="list-style-type: none"> <input type="checkbox"/> Ongoing meetings with Pearson learning team advisor to train, develop and support implementation of Learning Teams. <input type="checkbox"/> Conduct ongoing facilitation of Learning Teams. <input type="checkbox"/> Conduct ongoing data meetings to include all support staff. <input type="checkbox"/> Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Learning Teams, Math coaching, Reading Apprenticeship and PBS. <input type="checkbox"/> Executive Oversight of initiatives and monitor SIG implementation via on-site Learning Point Associates. <input type="checkbox"/> Monthly Math Intensive Training through Wayne RESA and University of Michigan—Dearborn, which includes 1 after school meeting and coaching. <input type="checkbox"/> Monthly meeting of the PBS Steering committee to review data and develop next steps. <input type="checkbox"/> Monthly meeting of Student Motivation and Engagement Team. <input type="checkbox"/> Continue to provide comprehensive PD courses outside of the student day to continually refine teaching practices and instructional strategies that are a part of the SIG. <input type="checkbox"/> Academic Services Dean implements and monitors comprehensive after school program.
April	<ul style="list-style-type: none"> <input type="checkbox"/> Ongoing meetings with Pearson learning team advisor to train, develop and support implementation of Learning Teams. <input type="checkbox"/> Conduct ongoing facilitation of Learning Teams. <input type="checkbox"/> Conduct ongoing data meetings to include all support staff. <input type="checkbox"/> Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Learning Teams, Math coaching, Reading Apprenticeship and PBS. <input type="checkbox"/> Executive Oversight of initiatives and monitor SIG implementation via on-site Learning Point Associates. <input type="checkbox"/> Monthly Math Intensive Training through Wayne RESA and University of Michigan—Dearborn, which includes 1 after school meeting and coaching. <input type="checkbox"/> Monthly meeting of the PBS Steering committee to review data and develop next steps. <input type="checkbox"/> Monthly meeting of Student Motivation and Engagement Team. <input type="checkbox"/> Study Island Training will be made available to staff. <input type="checkbox"/> Continue to provide comprehensive PD courses outside of the student day to continually refine teaching practices and instructional strategies that are a part of the SIG. <input type="checkbox"/> Academic Services Dean implements and monitors comprehensive after school program.
May	<ul style="list-style-type: none"> <input type="checkbox"/> Host Parent and Community events <input type="checkbox"/> Ongoing meetings with Pearson learning team advisor to train, develop and support implementation of Learning Teams. <input type="checkbox"/> Conduct ongoing facilitation of Learning Teams. <input type="checkbox"/> Conduct ongoing data meetings to include all support staff. <input type="checkbox"/> Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Learning Teams, Math coaching, Reading Apprenticeship and PBS. <input type="checkbox"/> Executive Oversight of initiatives and monitor SIG implementation via on-site Learning Point Associates. <input type="checkbox"/> Administer WE Survey <input type="checkbox"/> Monthly Math Intensive Training through Wayne RESA and University of Michigan—Dearborn, which includes 1 after school meeting and coaching.

	<ul style="list-style-type: none"> <input type="checkbox"/> Monthly meeting of the PBS Steering committee to review data and develop next steps. <input type="checkbox"/> Monthly meeting of Student Motivation and Engagement Team. <input type="checkbox"/> End of year Benchmark assessment using NWEA <input type="checkbox"/> Continue to provide comprehensive PD courses outside of the student day to continually refine teaching practices and instructional strategies that are a part of the SIG. <input type="checkbox"/> Academic Services Dean wraps up after school programming and develops final report.
June	<ul style="list-style-type: none"> <input type="checkbox"/> Ongoing meetings with Pearson learning team advisor to train, develop and support implementation of Learning Teams. <input type="checkbox"/> Conduct ongoing facilitation of Learning Teams. <input type="checkbox"/> Conduct ongoing data meetings to include all support staff. <input type="checkbox"/> Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Learning Teams, Math coaching, Reading Apprenticeship and PBS. <input type="checkbox"/> Executive Oversight of initiatives and monitor SIG implementation via on-site Learning Point Associates. <input type="checkbox"/> Host training for data interpretation and planning for the WE Survey. <input type="checkbox"/> End of year data review by Scholastic (Read 180) including development of final report. <input type="checkbox"/> External SIG grant review complete. <input type="checkbox"/> Monthly meeting of the PBS Steering committee to review data and develop next steps. <input type="checkbox"/> Monthly meeting of Student Motivation and Engagement Team. <input type="checkbox"/> End of year reflection and update of curriculum guides, pre-post testing and other formative/summative assessments. <input type="checkbox"/> Submit updates and progress of School Improvement grant to RMS Board of Education. <input type="checkbox"/> Purchase materials, equipment, and supplies for the upcoming school year. <input type="checkbox"/> Data/Technology coach will write a report concerning professional development implementation.

5. Describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor Tier I and Tier II schools that receive school improvement funds.

Annual Goals				
FY 2009 – 2010 Baseline Data		FY 2010 - 2011	FY 2011 - 2012	FY 2012 - 2013
Grade 8 Goals				
All	66% of all 7 th grade students scored proficient levels on the reading portion of the MEAP.	Increase the percent of all students scoring proficient levels on the reading portion of the MEAP to meet or to exceed the annual measurable objective of 75%.	Increase the percent of all students scoring proficient levels on the reading portion of the MEAP to meet or to exceed the annual measurable objective of 85%.	Increase the percent of all students scoring proficient levels on the reading portion of the MEAP to meet or exceed the annual measurable objective of 95%.
Special Needs	13% of 7 th grade special needs students scored proficient levels in reading.	Special needs students will meet or exceed the annual measurable objective of 30%.	Special needs students will meet or exceed the annual measurable objective of 50%.	Special needs students will meet or exceed the annual measurable objective of 80%.
All	76% of all 7 th grade students scored proficient levels on the mathematics portion of the MEAP.	Increase the percent of all students scoring proficient levels on the mathematics portion of the MEAP to meet or to exceed the annual measurable objective of 83%.	Increase the percent of all students scoring proficient levels on the mathematics portion of the MEAP to meet or to exceed the annual measurable objective of 90%.	Increase the percent of all students scoring proficient levels on the mathematics portion of the MEAP to meet or to exceed the annual measurable objective of 97%.
Special Needs	30% of 7 th grade special needs students scored proficient levels in mathematics.	Special needs students will meet or exceed the annual measurable objective of 45%.	Special needs students will meet or exceed the annual measurable objective of 60%.	Special needs students will meet or exceed the annual measurable objective of 85%.

Annual Goals				
FY 2009 – 2010 Baseline Data		FY 2010 - 2011	FY 2011 - 2012	FY 2012 - 2013
Grade 7 Goals				
All	86% of all 6 th grade students scored proficient levels on the reading portion of the MEAP.	Increase the percent of all students scoring proficient levels on the reading portion of the MEAP to meet or to exceed the annual measurable objective of 90%.	Increase the percent of all students scoring proficient levels on the reading portion of the MEAP to meet or exceed the annual measurable objective of 95%.	Increase the percent of all students scoring proficient levels on the reading portion of the MEAP to meet or exceed the annual measurable objective of 100%.
Special Needs	49% of 6th grade special needs students scored proficient levels in reading.	Special needs students will meet or exceed the annual measurable objective of 55%.	Special needs students will meet or exceed the annual measurable objective of 65%.	Special needs students will meet or exceed the annual measurable objective of 80%.
All	77% of all 6 th grade students scored proficient levels on the mathematics portion of the MEAP.	Increase the percent of all students scoring proficient levels on the mathematics portion of the MEAP to meet or to exceed the annual measurable objective of 83%.	Increase the percent of all students scoring proficient levels on the mathematics portion of the MEAP to meet or exceed the annual measurable objective of 90%.	Increase the percent of all students scoring proficient levels on the mathematics portion of the MEAP to meet or exceed the annual measurable objective of 97%.
Special Needs	47% of 6 th grade special needs students scored proficient levels in mathematics.	Special needs students will meet or exceed the annual measurable objective of 55%.	Special needs students will meet or exceed the annual measurable objective of 65%.	Special needs students will meet or exceed the annual measurable objective of 80%.

Annual Goals				
FY 2009 – 2010 Baseline Data		FY 2010 - 2011	FY 2011 - 2012	FY 2012 - 2013
Grade 6 Goals				
All	78% of all 5 th grade students scored proficient levels on the reading portion of the MEAP.	Increase the percent of all students scoring proficient levels on the reading portion of the MEAP to meet or to exceed the annual measurable objective of 83%.	Increase the percent of all students scoring proficient levels on the reading portion of the MEAP to meet or exceed the annual measurable objective of 90%.	Increase the percent of all students scoring proficient levels on the reading portion of the MEAP to meet or exceed the annual measurable objective of 97%.
Special Needs	53% of 5th grade special needs students scored proficient levels in reading.	Special needs students will meet or exceed the annual measurable objective of 63%.	Special needs students will meet or exceed the annual measurable objective of 75%.	Special needs students will meet or exceed the annual measurable objective of 85%.
All	62% of all 5 th grade students scored proficient levels on the mathematics portion of the MEAP.	Increase the percent of all students scoring proficient levels on the mathematics portion of the MEAP to meet or to exceed the annual measurable objective of 70%.	Increase the percent of all students scoring proficient levels on the mathematics portion of the MEAP to meet or exceed the annual measurable objective of 80%.	Increase the percent of all students scoring proficient levels on the mathematics portion of the MEAP to meet or exceed the annual measurable objective of 90%.
Special Needs	36% of 5 th grade special needs students scored proficient levels in mathematics.	Special needs students will meet or exceed the annual measurable objective of 50%.	Special needs students will meet or exceed the annual measurable objective of 65%.	Special needs students will meet or exceed the annual measurable objective of 80%.

6. For each Tier III school the LEA commits to serve, identify the services the school will receive or the activities the school will implement. **(No response needed at this time.)**

7. Describe the goals established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds. **(No response needed at this time.)**

8. As appropriate, the LEA must consult with relevant stakeholders (students, teachers, parents, community leaders, business leaders, etc.) regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools. Describe how this process was conducted within the LEA.

A Romulus Community Schools (RCS) SIG Committee was formed that included all relevant internal stakeholders. Multiple meetings were held both locally and in Lansing to determine the layers of resources, including stakeholders, available to (RCS) As external stakeholders were identified, team members contacted and integrated appropriate additional stakeholders into the overall school improvement process and SIG Committee. The following are the majority stakeholders as identified by the RCS SIG Committee:

- **Michigan Department of Education (MDE)** will provide intensive training to a Teacher Leader (TL) to become an expert in cultivating student engagement. The TL will be trained for twelve months to become a highly skilled internal instructional leader who will bring researched based instruction, best practice for school wide implementation. The department will fund and provide training in student engagement and motivation, teacher leadership and action-research. The TL will be provided with all texts, access to experts in the field, four one-day seminars. Five teachers have made a commitment to be a part of the program.

Based on the program the TL will be responsible for the following:

1. The teachers and the TL will identify teaching and learning needs, barriers and weaknesses by analyzing data then organizing and implementing problem-solving to be taken,
 2. Facilitating professional development and/or specific action plans, working with the team or individual teachers to refine their skills and knowledge, and
 3. Provide professional development that will include, but is not limited to, modeling instructional strategies, co-planning with teachers, support technology integration, data analysis review, developing lesson plans, etc.
- **Romulus Board of Education** will be expected to provide support financial resources and guidance to successfully complete the transformational goals.
 - **Community and Business Leaders** will be expected to endorse the transformational model of the school. The principal and the leadership team will receive their full support. Members in these sectors will become members of the School Improvement Team and attend monthly meetings to witness – first-hand - the improvements being made.

Superintendent and Central Office Administrators will make sustaining programs financed by the federal grant a priority above other competing interests. They are expected to keep the focus on replicable, researched-based, best practice programs.

Wayne County Regional Educational Service Agency will be expected to provide onsite consulting services and training in the area of Positive Behavior Support; selection of online after school programs for both Mathematics and English Language Arts; and enrichment classes for afterschool, Saturdays and summer camps.

Teacher Leaders, Classroom Teachers, Academic Coaches, Specialists, Counselors and Ancillary Staff will be expected to actively participate in a professional manner with vigor and commitment to making all changes necessary to ensure improvement in student achievement, while supporting the new principal as well. They will be expected to make appropriate changes in their teaching methods, delivery of instruction, and curriculum that no longer serves our students well.

They will be committed to teach a researched based, best practice, rigorous curriculum to all of our students that will meet their needs. They will also be expected to become learners who apply the new learning, while understanding the benefit of providing a world-class education to our students far outweighs any risk we may have to make.

Principal along with the assistant principal and the dean of students will be committed carrying out, with all due diligence, the components of the transformation model. The principal will be expected to set the tone and pace for the building as it Races to the Top. A clear vision of the roles, expectations, incentives and consequences must be identified for every school group involved in the transformational model. This must be akin to the journey along *The Road Less Traveled*. *All former expectations must now be transcended by our vision, integrity, and perseverance to that end.*

Principal is also responsible for creating the curriculum redesign committee who will be charged with creating a core content driven integration of elective coursework. Included in this model will be an intensive RtI course model allowing for immediate response to at-risk students.

Parents will be expected to sign Parent Compact for Achievement that will identify all expected participatory activities provided by the school or the community involving their child's academic achievement. They begin with the orientation of the transitional model, student-parent-teacher conferences (one per semester), Bi-monthly English Language Arts and Math Workshops (I Never had to Learn that... school!), Testing Workshop (Assessments: What do they Mean?), College Access (It's Never too earlyCollege) and end the year with student awards.

Parent Liaisons will be expected to assist the principal by making personal contact with families that are not participants in their child's education. They are responsible for breaking down barriers of language, socio-economics, transportation, etc. that causes a disconnect between the school and home. The liaison will be responsible for meeting with the principal and community groups that can support the school in creating an environment that respects and honors the contribution all families can make in supporting their child's academic achievement.

Romulus Ministerial Alliance and other Faith-based organizations will be expected to develop their current tutoring and educational support programs for middle school students to integrate with our school programs. The parent liaison and principal will meet with the organizations to offer technical support. They will reach out to the families and children to become involved in their child's education both at home and at school. They will share the opportunities that the school will provide for them.

Southeastern Michigan Alliance, 35th District Court, Romulus Police Department (RPD) will assist in providing support for parents and students with resources and time to encourage parental involvement in meetings and workshops that will support the transformational model. In addition, this partnership will help provide a safe and predictable environment while teaching and modeling self control as an asset to academic achievement.

Learn and Serve assists the education of our students by embedding academic service learning into the curriculum.

C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve.

- The LEA must provide a budget in MEGS at the building level that indicates the amount of school improvement funds the LEA will use each year to—
 - Implement the selected model in each Tier I and Tier II school it commits to serve;
 - Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools; and
 - Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA's application. (No response needed at this time.)

Note: An LEA's budget must cover the period of availability, including any extension granted through a waiver, and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve.

An LEA's budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000.

ASSURANCES AND CERTIFICATIONS

STATE PROGRAMS

- **INSTRUCTIONS:** Please review the assurances and certification statements that are listed below. Sign and return this page with the completed application.

CERTIFICATION REGARDING LOBBYING FOR GRANTS AND COOPERATIVE AGREEMENTS

No federal, appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of a federal agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member Of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form – LL*Disclosure Form to Report Lobbying*, in accordance with its instructions. The undersigned shall require that the language of this certification be included in the awards documents for all sub awards at all tiers (including sub grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub recipients shall certify and disclose accordingly.

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY, AND VOLUNTARY EXCLUSION – LOWER TIER COVERED TRANSACTIONS

The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participating in this transaction by any Federal department or agency. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

ASSURANCE WITH SECTION 511 OF THE U.S. DEPARTMENT OF EDUCATION APROPRIATION ACT OF 1990

When issuing statements, press releases, requests for proposals, solicitations, and other documents describing this project, the recipient shall state clearly: 1) the dollar amount of federal funds for the project, 2) the percentage of the total cost of the project that will be financed with federal funds, and 3) the percentage and dollar amount of the total cost of the project that will be financed by nongovernmental sources.

ASSURANCE CONCERNING MATERIALS DEVELOPED WITH FUNDS AWARDED UNDER THIS GRANT

The grantee assures that the following statement will be included on any publication or project materials developed with funds awarded under this program, including reports, films, brochures, and flyers: "These materials were developed under a grant awarded by the Michigan Department of Education."

CERTIFICATION REGARDING NONDISCRIMINATION UNDER FEDERALLY AND STATE ASSISTED PROGRAMS

The applicant hereby agrees that it will comply with all federal and Michigan laws and regulations prohibiting discrimination and, in accordance therewith, no person, on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap, shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education or the Michigan Department of Education.

CERTIFICATION REGARDING BOY SCOUTS OF AMERICA EQUAL ACCESS ACT, 20 U.S.C.

7905, 34 CFR PART 108.

A State or subgrantee that is a covered entity as defined in Sec. 108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

PARTICIPATION OF NONPUBLIC SCHOOLS

The applicant assures that private nonprofit schools have been invited to participate in planning and implementing the activities of this application.

ASSURANCE REGARDING ACCESS TO RECORDS AND FINANCIAL STATEMENTS

The applicant hereby assures that it will provide the pass-through entity, i.e., the Michigan Department of Education, and auditors with access to the records and financial statements as necessary for the pass-through entity to comply with Section 400 (d) (4) of the U.S. Department of Education Compliance Supplement for A-133.

ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS

The grantee agrees to comply with all applicable requirements of all State statutes, Federal laws, executive orders, regulations, policies and award conditions governing this program. The grantee understands and agrees that if it materially fails to comply with the terms and conditions of the grant award, the Michigan Department of Education may withhold funds otherwise due to the grantee from this grant program, any other federal grant programs or the State School Aid Act of 1979 as amended, until the grantee comes into compliance or the matter has been adjudicated and the amount disallowed has been recaptured (forfeited). The Department may withhold up to 100% of any payment based on a monitoring finding, audit finding or pending final report.

CERTIFICATION REGARDING TITLE II OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, STATE AND LOCAL GOVERNMENT SERVICES

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title II of the ADA covers programs, activities, and services of public entities. Title II requires that, "No qualified individual with a disability shall, by reason of such disability be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity,

or be subjected to discrimination by such entity." In accordance with Title II ADA provisions, the applicant has conducted a review of its employment and program/service delivery processes and has developed solutions to correcting barriers identified in the review.

CERTIFICATION REGARDING TITLE III OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, PUBLIC ACCOMMODATIONS AND COMMERCIAL FACILITIES

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title III of the ADA covers public accommodations (private entities that affect commerce, such as museums, libraries, private schools and day care centers) and only addresses existing facilities and readily achievable barrier removal. In accordance with Title III provisions, the applicant has taken the necessary action to ensure that individuals with a disability are provided full and equal access to the goods, services, facilities, privileges, advantages, or accommodations offered by the applicant. In addition, a Title III entity, upon receiving a grant from the Michigan Department of Education, is required to meet the higher standards (i.e., program accessibility standards) as set forth in Title III of the ADA for the program or service for which they receive a grant.

CERTIFICATION REGARDING GUN-FREE SCHOOLS - Federal Programs (Section 4141, Part A, Title IV, NCLB)

The applicant assures that it has in effect a policy requiring the expulsion from school for a period of not less than one year of any student who is determined to have brought a weapon to school under the jurisdiction of the agency except such policy may allow the chief administering officer of the agency to modify such expulsion requirements for student on a case-by-case basis. (The term "weapon" means a firearm as such term is defined in Section 92' of Title 18, United States Code.)

The district has adopted, or is in the process of adopting, a policy requiring referral to the criminal or juvenile justice system of any student who brings a firearm or weapon to a school served by the agency.

AUDIT REQUIREMENTS

All grant recipients who spend \$500,000 or more in federal funds from one or more sources are required to have an audit performed in compliance with the Single Audit Act (effective July 1, 2003).

Further, the applicant hereby assures that it will direct its auditors to provide the Michigan Department of Education access to their audit work papers to upon the request of the Michigan Department of Education.

IN ADDITION:

This project/program will not supplant nor duplicate an existing School Improvement Plan.

SPECIFIC PROGRAM ASSURANCES

The following provisions are understood by the recipients of the grants should it be awarded:

1. Grant award is approved and is not assignable to a third party without specific approval.
2. Funds shall be expended in conformity with the budget. Line item changes and other deviations from the budget as attached to this grant agreement must have prior approval from the Office of Education Innovation and Improvement unit of the Michigan Department of Education.
3. The Michigan Department of Education is not liable for any costs incurred by the grantee prior to the issuance of the grant award.
4. Payments made under the provision of this grant are subject to audit by the grantor.
5. This grant is to be used to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.
6. The recipient must establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds.
7. If the recipient implements a restart model in a Tier I or Tier II school, it must include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.
8. The recipient must report to the SEA the school-level data required under section III of the final requirements.

SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL

Date

SIGNATURE OF LEA BOARD PRESIDENT

Date

1. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

See the Assurances and Certifications section of the LEA Application for a complete list of assurances. LEA leadership signatures, including superintendent or director and board president, assure that the LEA will comply with all School Improvement Grant final requirements.

2. WAIVERS: The MDE has requested all of the following waivers of requirements applicable to the LEA's School Improvement Grant. Please indicate which of the waivers the LEA intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- ☐ Extending the period of availability of school improvement funds.

Note: If an SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs in the State.

- ☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- ☐ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

Baseline Data Requirements

Provide the most current data (below) for each school to be served with the School Improvement Grant. These data elements will be collected annually for School Improvement Grant recipients.

Metric	
School Data	
Which intervention was selected (turnaround, restart, closure or transformation)?	Transformation
Number of minutes in the school year?	1098
Student Data	
Dropout rate	
Student attendance rate	97.3
For high schools: Number and percentage of students completing advanced coursework for each category below	
Advanced Placement	103
International Baccalaureate	
Early college/college credit	
Dual enrollment	
Number and percentage enrolled in college from most recent graduating class	96.8
Student Connection/School Climate	
Number of disciplinary incidents	1478
Number of students involved in disciplinary incidents	368
Number of truant students	76
Teacher Data	
Distribution of teachers by performance level on LEA's teacher evaluation system	3
Teacher Attendance Rate	90.6

LEA Application Part II

ATTACHMENT III

SCHOOL APPLICATION

SCHOOL IMPROVEMENT GRANT – 1003(g)

FY 2010 – 2013

The LEA must provide evidence of a comprehensive needs assessment and the thought process that it engaged in to formulate each school plan. The following form serves as a guide in the thought process. Please submit this form with the application.

School Name and code Romulus Middle School 06678	District Name and Code Romulus Community Schools 82130
Model for change to be implemented:	
School Mailing Address: 36540 Grant Road, Romulus, MI 48174	
Contact for the School Improvement Grant: Name: Daniel L. Hurst Position: Director of Curriculum Contact's Mailing Address: 36540 Grant Road, Romulus, MI 48174 Telephone: 734-532-1642 Fax: 734-532-1611 Email address: dlhurst@romulus.k12.mi.us	
Principal (Printed Name): Jason Salhaney	Telephone: 734-532-1702
Signature of Principal: X_____	Date:
The School, through its authorized representatives, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District/School receives through this application.	

SECTION I: NEED

The school must provide evidence of need by focusing on improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the MME; poverty level; and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data and Process Profile Summary report.

1. Explain how subgroups within the school are performing and possible areas to target for improvement. (The following charts contain information available in the school Data Profile and Analysis). **Refer to page 66 in SIG for our specific goal detail including subgroups.**

Sub Group Academic Data Analysis

Grade: 8		Percent of Sub-group meeting State Proficiency Standards							
Group	Reading			Writing			Total ELA		
	Year1	Year2	Year3	Year1	Year2	Year3	Year1	Year2	Year3
Social Economic Status (SES)	51	62	74	61	62	NA	63	62	74
Race/Ethnicity	AA/48	AA/67	AA/77	AA/65	AA/61	NA	AA/54	AA/67	AA/77
	C/64	C/70	C/80	C/80	C/63		C/73	C/70	c/80
Students with Disabilities	21	16		18	23		14	16	62
Limited English Proficient (LEP)	NA	NA	NA	NA	NA	NA	NA	<10	<10
Homeless	NA	NA	NA	NA	NA	NA	NA	NA	NA
Neglected & Delinquent									NA
Migrant									NA
Gender									
Male	59	62	80	54	67	NA	59	67	80
Female	72	72	76	67	70	NA	70	70	76
Aggregate Scores	65	68	78	57	61	NA	63	68	98
State	77	77	83	70	NA	NA	77	76	83

Sub Group Non-Academic Analysis

Year: 2009

Group	# Students	# of Absences		# of Suspension		# of Truancies	# of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out*			In*	Out*
SES	202			AA/181 C/43	AA/ 324 C/ 24	13	0		
Race/Ethnicity	AA/171 C/98					AA/25 C/20	AA/1		
Disabilities	34					15			
LEP	<10					<10			
Homeless	<10					<10			
Migrant	<10					<10			
Gender									
Male	128	31		149	287	31	0		
Female	145	29		87	141	27	0		
Totals	273					58	1		

Year: 2009

Group	# of Students	# of Retentions	# of Dropouts	# promoted to next grade	Mobility	
					Entering	Leaving
SES	202	0		207	202	6
Race/Ethnicity	AA/171 C/98	0		AA/171 C/98	AA/171 C/98	AA/10 C/3
Disabilities	34	0		34	34	
LEP	<10	0				
Homeless	<10	0				
Migrant	<10	0				
Gender						
Male	128	0				
Female	145	0				
Totals	273	0	0	273	273	13

Enrollment* and Graduation Data – All Students

Year: 2009-10*

Grade	# of Students	# Students enrolled in a Young 5's program	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropout	# promoted to next grade
K							
1							
2							
3							
4							
5							
6							
7	279	NA		NA	1		278
8	276	NA		NA	6		270
9							
10							
11							
12							

*Please note that our Tier II school has been restructured to include all district 6th graders. Our SIG includes program planning for these additional 275 students.

Number of Students enrolled in Extended Learning Opportunities

Year: 2009

Number of Students in Building by grade	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Courses	# of Students in Dual Enrollment	# of Students in CTE/Vocational Classes	Number of Students who have approved/reviewed EDP on file
6					
7	70	0	0	0	-
8	103	0	0	0	276
9					
10					
11					
12					

2. Identify the resources provided to the school (in particular, other state and federal funds) to support the implementation of the selected model.

School Resource Profile

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant.

A full listing of all grants contained in No Child Left Behind (NCLB) is available at: www.mi.gov/schoolimprovement.

X General Funds <input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Schoolwide <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I Part D	<input type="checkbox"/> Title I School Improvement (ISI)	X Title II Part A <input type="checkbox"/> Title II Part D <input type="checkbox"/> USAC - Technology	<input type="checkbox"/> Title III
<input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V Parts A-C	<input type="checkbox"/> Section 31 a <input type="checkbox"/> Section 32 e <input type="checkbox"/> Section 41	<input type="checkbox"/> Head Start <input type="checkbox"/> Even Start <input type="checkbox"/> Early Reading First	X Special Education
Other: (Examples include: Smaller Learning Communities, Magnet Schools. A complete listing of all grants that are a part of NCLB is available at www.michigan.gov/schoolimprovement.			

For a detailed description of how these current resources have been implemented and will continue to be used to support the implementation of our transformation model on page 30.

SECTION II: COMMITMENT

Evidence of a strong commitment should be demonstrated through the district's ability and willingness to implement the selected turnaround model for rapid improvement in student achievement and proposed use of scientific and evidence based research, collaboration, and parental involvement.

Using information gathered using the MDE Comprehensive Needs Assessment - CNA, provide the following information:

1. Describe the school staff's support of the school improvement application and their support of the proposed efforts to effect change in the school.

All buildings in the district are accredited through AdvancED. Romulus Middle School, has adhered to the AdvancED Standards and Policies. This process was used to analyze the needs of the school, and from the process, the transformation model for school improvement was selected. Each school completed a Self Assessment (SA), which is designed as a tool to assist the schools in identifying areas of strength and opportunities for improvement, as well as preparing for an upcoming Quality Assurance Review (QAR). The SA is based on the seven AdvancED Standards, Vision and Purpose, Governance and Leadership, Teaching and Learning, Documenting and Using Results, Resources and Support Systems, Stakeholders Communication and Relationships, and Commitment to Continuous Improvement. The staff of each school worked as a team in their respective buildings to review all data available, which included, perception data (surveys), academic achievement data (Local, State and National Assessments), and behavioral data (referrals). Each building had a NCA/SIP facilitator that led the staff through the process.

The Romulus Middle School Improvement Facilitators along with building representatives from the teachers' union, Math, ELA and elective Departments also met at different times with different District Administration and Middle School Administration to discuss components of the SIG, review data and research best practices during June, July and August. A plan is in place to involve all Middle School staff going forward, once the SIG has been approved.

2. Explain the school's ability to support systemic change required by the model selected.

Romulus Community Schools has demonstrated the ability to support systemic change and successfully implement state and federal grants as is evidenced by the district having received over twelve million dollars over the past fifteen years for a number of district initiatives. Grants received include Reading First, Comprehensive School Reform, Service Learning, 21st Century, Project graduation, Gear Up and Goals 2000. The district is fully committed to providing the support needed for the successful implementation of the SIG.

3. Describe the school's academic in reading and mathematics for the past three years as determined by the state's assessments (MEAP/ MME/Mi-Access).

Data used to identify the middle school's academic needs included: MEAP, Explore, Northwest Evaluation Association (NWEA) and local assessments. A three year trend study of data on the MEAP indicates 8th grade students dropping in math proficiency from 67% (2007) to 59%

(2008) and 61% (2009). Students with disabilities scored 18% (2007), 22% (2008), and 12% (2009) for math proficiency. Students with disabilities in reading scored 21% proficiency in (2007), 16% (2008), and 38% (2009). Seventh grade reading proficiency was 56% in 2007, 73% (2008), and 66% (2009). Students with disabilities scored 19% proficiency for reading in (2007), 38% (2008), and 13% (2009). An academic achievement gap continues between African American, Caucasian, and Economically Disadvantaged students as well. The 2009 MEAP math data reflects an achievement of 19% in proficiency between African American students (55%) and Caucasian students (74%). Economically Disadvantaged students had a difference of 24% in math (55% proficient as compared to 79% proficient for Non-Economically Disadvantaged). Reading in 7th grade showed similar gaps.

Group/Grade	Reading			Writing			Total ELA		
	Year1	Year2	Year3	Year1	Year2	Year3	Year1	Year2	Year3
	2007	2008	2009	2007	2008	2009	2007	2008	2009
7 th grade	56%	73%	66%	62%	76%	76%	61%	71%	Not tested by state
8 th grade	65%	68%	78%	67%	59%	61%	63%	68%	Not tested by state

- Describe the commitment of the school to using data and scientifically based research to guide tiered instruction for all students to learn.

To address all areas of identified need, RCS will further implement a content/standard driven assessment developer and data disaggregation tool, “CLASS A”. Professional development will be provided to all administrators, assistant principals, instructional leaders, academic coaches, counselors, and teachers. This tool includes the implementation of a system where real-time data is provided daily to teachers, instructional assistants, academic coaches, assistant principals, and principals for daily grade level data to systemically control the curricular sequence for all students in all grades. This will require the district to assume the responsibility for the following curriculum modifications: the development of curriculum maps for all levels, the development of pacing guides, the development of pre and post tests, and a culture of utilizing pre and post tests for everything taught in the classroom. All curriculums will be aligned with Michigan’s Grade Level Content Expectations (GLCEs). Monthly leadership meetings will be held with the reform team and the RCS leadership team to process monitors student achievement growth through the identified tiered instructional strategies.

Please see CLASS A integration on page 16 as well as a detailed description of Learning Point Associates on page 14.

- Discuss how the school will provide time for collaboration and develop a schedule that promotes collaboration.

Incorporated in the extended learning program, our teachers will be asked to do an after/before school and Saturday Teacher PD Institute. The purpose of this program is to allow teachers the opportunity to receive job-embedded training on the many initiatives going on concurrently as well

as teacher needed technology training on 21st century classroom function and integration. This will be job embedded PD days/hours that are outside of the regular work day. PD on all standards recovery, standards-based tools brought into the district will be included in this Institute as well as additional training on looking at/analyzing data for classroom decisions. The cost of this Institute is in the form of Teacher Stipends.

Romulus Middle School staff will also meet bi-monthly in Professional Learning Teams that will have an explicit framework and support system that guides the teacher collaboration efforts and builds leadership capacity of administrators and teacher leaders.

6. Describe the school's collaborative efforts, including the involvement of parents, the community, and outside experts.

To address an identified need for providing ongoing mechanisms for family and community engagement, we are researching a training program that is involved in the preparation for parent engagement and is based on the National *Network of Partnership Schools* through the Center for Social Change at Johns Hopkins University. Much attention will be given to teacher training for program sustainability.

The school will also partner with Parent Coordinators who will act as liaisons between school and community. Parent Coordinators will oversee the building/District 'School/Parent Compact,' with the goal of increasing parent and community engagement.

All collaborative efforts that include the involvement of parents, community and outside experts will be collaborated through Learning Point Associates as described on page 14 and with the Academic Services Dean as described on page 25.

SECTION III: PROPOSED ACTIVITIES

1. Describe the proposed activities that address the required US Department of Education (USED) school intervention that the school will use as a focus for its School Improvement Grant.

Multiple, tiered, planned interventions all framed around the required US Department of Education's transformation model can be found on pages 32 through **Error! Bookmark not defined.** of this grant application.

2. Explain how the school will use data to inform instruction, guide decision-making, and design professional development related to the proposed activities.
 - i. Discuss how the school will use data to develop and refine its improvement plan and goals based on sub groups in need.

Data analysis has been used as an integral part in the development and refinement of our school improvement plan. Data will be the driving force of the overall initiative and will be the determining measurement of student achievement and the need for a response to intervention. See page 11 of narrative for more detail on how data is and continues to be used for continuous school improvement.

Describe how the school will collect, analyze and share data with internal and external stakeholders. Include how the school will ensure that all administrators and teachers are able to access and monitor each student's progress and analyze the results.

To address all areas of identified need, RCS will further implement a content standard driven assessment developer and data disaggregation tool, "CLASS A" which allows the implementation of a system where real-time data is provided daily to teachers, instructional assistants, academic coaches, assistant principals, and principals for daily grade level data to systemically control the curricular sequence for all students in all grades. This will require the following curriculum modifications: **(which are identified as district level responsibilities and not tied to SIG funding)** the development of curriculum maps for all levels, the development of pacing guides, the development of pre and post tests, and a culture of utilizing pre and post tests for everything taught in the classroom. All curriculum will be aligned with Michigan's Grade Level Content Expectations (GLCEs). Monthly leadership meetings will be held with the Transformation team to progress monitor student achievement growth through the identified tiered instructional strategies. Professional development will be provided to all administrators, instructional leaders and coaches, counselors and teachers.

- iii. Describe how the school plans to adjust instruction based on progress monitoring and data results collected. Describe and name any local or national assessments used to measure student progress at each grade level.

Multiple, tiered, planned interventions based on process monitoring and collected data results are embedded in our plan. For a detailed description of all interventions, please refer to pages 32 through **Error! Bookmark not defined.** of this grant application.

MEAP (Grades 6-8), Northwest Evaluation Association (NWEA) (Grades 6-8), EXPLORE (Grade 8), and local assessments are all used to measure student progress at each grade level. These measurement devices will be tied together within a comprehensive data management system that will allow teachers, counselors, principals, advisors and resource room teacher's easy access to a student's comprehensive assessment bank. This is an automated and rich data system that provides up to the minute data to drive instruction and intervention planning.

- iv. Discuss how the school has a clearly defined procedure in place for writing a professional development plan that aligns to the National Staff Development Council (NSDC) Standards for Staff Development (<http://www.nsdc.org/standards/index.cfm>) that focuses on context standards, process standards and content standards. If the school or LEA does not have a professional development plan in place, describe the process and timeline for completing a professional development plan.

The procedure for clearly defining a professional development plan that aligns to the National Staff Development Council (NSDC) Standards for Staff Development i.e.; context standards, process standards and content standards in a two-fold process. The process involves collaboration between both Learning Pointe Associates and Pearson Learning Teams. Both organizations will work together with the Middle School to establish a preferred process that will collect report and use performance results to assist in determining resources and professional development needed. This document contains a breakdown of student achievement data, the services to be rendered by Learning Pointe Associates and Pearson Learning Teams and the areas of professional development needed as a result of a comprehensive Learning Pointe Associates school improvement process. The professional development plan will reflect a three year plan which includes the creation of a Professional Development Institute as outlined on page 42.

3. List the individuals and job titles of the central office and school personnel who will oversee the school receiving School Improvement Grant – Section 1003(g) funds. Include the percentage of time dedicated to oversight of the school.

Carl Weiss, Superintendent, RCS	5%
Dan Hurst, Director of Curriculum and Instruction	30%
Louise Briody, Administrative Assistant for Curriculum	30%
Sherri Papazoglou, Director of Business and Finance	5%
Rebecca Pek, Director of Human Resources	10%
Susan Mitchell, Director of Special Education	10%

Jason Salhaney, Principal, RMS	100%
Chris Parker, Assistant Principal, RMS	100%
All RMS Teachers and Staff	100%

4. Explain specific school improvement technical assistance and evaluation responsibilities needed. Include personnel responsible for coordinating such services.

School improvement general technical assistance will be provided by AdvancEd, Learning Pointe Associates, Pearson Learning Teams, Wayne County RESA, and MDE. Our primary point of coordination will be through Learning Point Associates as outlined starting on page 14.

Section IV: Fiscal Information

Individual grant awards will range from not less than \$50,000 to not more than \$2,000,000 per school, with grants averaging around \$500,000.

The MDE has asked for a waiver of section 421(b) of GEPA to extend the period of availability of the SIG funds, that waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver.

An SEA that requests a waiver of section 421(b) of GEPA to extend the period of availability of SIG funds may seek to make the funds available for up to two years beyond the regular period of availability. For example, without a waiver, FY 2009 SIG funds will be available until September 30, 2011. Through a waiver, those funds could be made available for up to two additional years – until September 30, 13.

USES OF FUNDS

School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, **funds cannot supplant non-federal funds or be used to replace existing services.**

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation will be required.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four turnaround models at the school.

The CFDA (Code of Federal Domestic Assistance) Number for this grant is #84.377A; 84.388A.

For a listing of allowable uses of funds, go to the guidance document listed on the USED website.
<http://www2.ed.gov/programs/sif/applicant.html>

LEA Application Part III

ATTACHMENT VI

Policies and Practices Change Analysis to Implement the SIG Final Requirements

Depending on the intervention model selected by the LEA, some policy and practice changes may need to be implemented. Please indicate below which are already in place, which are under consideration, and which are not needed.

Policies/ Practices	In Place	Under Consideration	Not Needed
<ul style="list-style-type: none"> • Leadership councils Composition • Principal Authority/responsibility • Duties – teacher • Duties - principal • Tenure • Flexibility regarding professional development activities • Flexibility regarding our school schedule (day and year) • Waivers from district policies to try new approaches • Flexibility regarding staffing decisions • Flexibility on school funding 	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>	<p>X</p> <p>X</p> <p>X</p> <p>X</p>	
Job-Embedded Professional Development			
Topic requirements (e.g., every teacher must have 2 paid days on child development every 5 years) Content			
• Schedule			
• Length			
• Financing			

• Instructors			
• Evaluation			
• Mentoring			
Budgeting			
School funding allocations to major spending categories • School staff input on allocation			
• Approval of allocation			
• Change of allocation midyear			
Major contracts for goods and services • Approval process streamlined			
• Restrictions (e.g., amounts, vendors)			
• Legal clarifications			
• Process			
• Stipulations (e.g., targeted vs. unrestricted spending)			
• Timeline			
• Points of contact			
Auditing of school financial practices Process			
• Consequences			

*Modified from Making Good Choices – A Guide for Schools and Districts, NCREL, c2002, 1998

SUPPORTING DOCUMENTS

Professional Growth Track Document

PROFESSIONAL GROWTH TRACK

Teachers enter the Professional Growth Track after they have received tenure. It is expected that they are performing all district agreed to standards to a satisfactory degree.

The Michigan State Board of Education defines professional development as a:

Continuous process of improvement to promote high standards of academic achievement and responsible citizenship for all students. Professional development increases the capacities of all members of the learning community pursue life-long learning. (Michigan Curriculum Framework)

The expectation must be that teachers continually modify and expand their content knowledge as well as their pedagogical skills as knowledge of best practice becomes available. Teachers must be involved in professional dialogue on concepts studied. They must be provided collegial support and feedback on the implementation of these new concepts. Teachers must also recognize there is a clear relationship between their own learning and student achievement. Every teacher in the district must participate in regular training and engagement of professional dialogue and reflection.

The professional growth track is for those tenured teachers who are performing at a satisfactory level and will provide teachers an opportunity to work in either collegial groups or individually in an organized learning format. These experiences need to provide teachers with the opportunity to be reflective about their practice. Their studies will need to be relevant both to themselves and to their students' learning. Teachers, individually or as a group, will study an educational issue, practice, or content area related to the district's goals.

The Professional Growth Track is goal based and focused on the professional growth of the individual. Teachers are expected to work as a collaborative team or individually to determine a goal and develop a plan for achieving the goal. The plan may span one, two, or three school years. The Professional Growth Track is a continuous process of learning where a new goal/project cycle begins at the completion of another.

The professional growth goal is to be established in conjunction with the building principal/supervisor and must be linked to the district/building goals to increase student learning. Topics may focus on management, content, instructional delivery, or other area

approved by the building principal/supervisor. Goals/Projects should also be cross-referenced with the district's professional performance standards. Teachers are encouraged to align any additional, required professional development hours to their goals when possible.

****IMPORTANT NOTE****

A successful project is not always defined as one where the artifacts support the goal as the teacher initially intended. A successful project is defined as one where a teacher/team experiences authentic learning throughout the process whereas value-added information has been obtained to improve student achievement.

Timeline for Completion:

- The individual or team will meet with a completed rough draft of the planning form (see [B-1](#)) with the building principal/supervisor prior to October 15 to mutually discuss and agree on the goal/project.
- A finalized, supervisor-approved plan (see [B-1](#)) must be on record by October 30. The finalized plan will include a list of agreed upon artifacts relevant to each project.
- Progress report meetings are conducted annually by February 15. Individuals/teams should come prepared with a rough draft of the progress report form (see [B-2](#)).
- Finalized progress report forms (see [B-2](#)) must be on record by February 28.
- Annual report meetings are conducted by May 15 during the final year of the plan. Individuals/teams should come prepared with a rough draft of the final report (see [B-3](#)).
- Finalized annual reports (see [B-3](#)) are due by the individual/team by May 30.
- For multiple year projects still in progress the team will complete another progress report form (see [B-2](#)) by May 30.

Professional Growth Plans Will Include:

Goal	Team, building, or district goal which results in the continuous improvement of student learning
Project	The components of a plan of action designed to support the identified goal.
Timeline	One, two, or three-year plan; include anticipated start and end date of plan

Methods/Strategies	Could include, but not be limited to action research, videotaping , collegial observations, peer coaching, mentoring, self-assessment, clinical supervision, college courses, simulations, workshops, visitations, conferences, classroom observations, teacher academies, etc.
Indicators of Progress	Could include, but not be limited to student work portfolios, videotapes of classes, peer observation, principal observations, parent responses, student responses, statistical measures, performance assessment, reflective journals, case study analysis, professional portfolios, benchmarks, etc.
Resources/Support Needed	Classroom materials, student materials, journals, workshops, resources, books, collegial time, appropriate technology, mentoring, collegial support, release time, administrative support, etc.

Learning Point Associates

Romulus Middle School

A proposal to serve as a support partner for school transformation

Education “is the civil rights issue of our generation, and it is the one sure path to a more equal, fair and just society.” —Arne Duncan, December 16, 2008

Purpose

The purpose of this proposal is to describe how Learning Point Associates will engage with you over the next three years as a support partner focused on two key aspects of transformation: implementation monitoring support and teacher evaluation. Through successful engagement in a partnership with us, you can expect to achieve the following outcomes:

- Implementation of a coherent, disciplined approach using data to drive decisions at the school leadership team level
- A clear data picture that illustrates the story of the school’s growth over time in multiple areas
- Implementation of a performance-based evaluation system for teachers

Implementation Monitoring

Learning Point Associates will provide a building level leadership coach who will work with the school principal and leadership team on the following key turnaround activities:

- Identifying and implementing a quick win strategy
- Identifying key data elements for monitoring both growth (student achievement, leading indicators) and implementation fidelity (How well is the school/district implementing the plan?)
- Aligning various implementation strategies and plans towards common goals
- Establishing collection, review, and dissemination processes of monitoring data at the school, district, and community level
- Convening the school leadership team (and other vendors as applicable) to review data and make changes to implementation plans

We will complete these activities through:

- **Twice monthly facilitated school leadership team meetings** focused on implementation of the transformation plan
- **Twice monthly two-day on site school visits with principal** to assess implementation and determine course corrections
- **Offsite review of school data** and advice to school leadership team on next steps
- **Weekly contact with consultant** through e - mail, phone, and or webinar

- **Annual convening** of a larger stakeholder group to share performance data and gather input to the subsequent years plan

This work **does not** include the following activities that we view as critical to school transformation:

- Completion of a comprehensive needs assessment
- Implementation of an instructional guidance system that includes formative and benchmark assessments, collaborative learning time for teachers, and focused instructional coaching and modeling for teachers
- Implementation of strategies to improve attendance, behavior, disciple, and other factors related to improved school climate
- Implementation of a robust plan for parent and community involvement that includes engaging parents in the learning of their students

Teacher Evaluation

Learning Point Associates will provide technical assistance to Romulus Middle School and Romulus School District to develop and pilot a teacher evaluation system that contains multiple measures including student growth. Key activities will include:

- Convening a school/district committee to spearhead the design process
- Assessing strengths and weaknesses of the current system
- Conducting stakeholder meetings with teachers and administrators to share best practices and identify school/district priorities
- Exploring options for student performance and student growth measures, and guiding the committee through a decision making process
- Working with the committee to pilot and revise the process and system, and to train staff on proper usage
- Assisting the school with the development of a communications plan for implementation

This work does not include the implementation of a technology system to support collection and analysis of data, although we will be happy to help select a system that best meets your needs, if applicable.

Fees

We estimate our fees for this work to be as follows:

Scope of Work	Year 1	Years 2 and 3
---------------	--------	---------------

Implementation Monitoring Support	\$249,300	Same or less depending on need
Teacher Evaluation Support	\$89,800	Estimated between \$36,500 and \$76,500 depending on level of implementation support needed

This includes travel expenses – 2 trips per month for the leadership coach and 6-12 trips per year for the teacher evaluation support work.

Differences

We are different from other partners in the transformation and turnaround market in the following critical ways:

- Our people are **smart**. Not in a generic way, but smart about the research on school turnaround and transformation and how it applies to you.
- We live in and operate in the **real world**. We are leaders and teachers. We have walked in your shoes. Our solutions will be practical.
- We are **hands-on**. We know that when it comes to school change, having the discipline and tools to manage transformation on a daily basis is critical, and we will be side by side with you tackling the tough issues.

More About Us

Learning Point Associates is an established and successful not-for-profit education consulting firm. With over 25 years of experience serving states, districts, and schools, we apply our deep knowledge and expertise to effectively employ research based strategies and concepts to schools that are chronically underperforming. Our work in partnership with our clients yields demonstrable results. We directly employ over 160 staff to work in our focus areas of Teacher and Leader Quality, District and School Improvement, Expanded Learning and Literacy, and Data Analytics. Our services and resources align directly with the needs of schools designated for turnaround. Our strength lies not only in our expertise and knowledge, but also in our ability to work with teachers and leaders to garner support and commitment for lasting change in a building – as this is often the largest barrier to sustained change. We understand the importance of the school’s relationship to the district, state, and community, and we know how to navigate these relationships for optimal results for schools. Our recent work, most notably in New York, has directly contributed to improving NCLB status in several school districts over the past five years.

Learning Point Associates

Romulus Middle School Afterschool Program Services

The afterschool program services Learning Point Associates is proposing to provide for Romulus Middle School have the potential to motivate the school and its surrounding community to develop successful learning opportunities for its students and improve its economic and social well-being. Learning Point Associates will deliver a set of services to assist Romulus Middle School in planning, developing and implementing a model for successful afterschool program services in the community that aligns and supports efforts toward overall school improvement and turnaround.

We propose the following services to ensure a successful implementation or evaluation of the afterschool program in the middle school for the 2011-2012 school year. Each service is mutually exclusive in terms of implementation but to ensure a successful and well-rounded implementation we encourage using all services together. Together these services will provide an accurate framing of the impact in Romulus along with a strong set of prioritized key issues that are grounded in research for action-oriented, effective and relevant next steps. The experience and expertise provided by staff from Learning Point Associates will ensure the implementation of an exemplary afterschool program.

A recently published study of the Consortium on Chicago School Research identified the following essential supports for successful school reform and development:

- School leadership
- Parent-community ties
- Professional capacity
- Student-centered learning climate
- Instructional guidance

Schools high in all five essential supports were 10 times more likely to achieve substantial gains than schools that were just strong in one or two (Bryck, Sebring, Allensworth, Lappescu, & Easton, 2010). Many schools now realize that providing for the learning needs of their students takes more time and guidance than a traditional school day can provide. States, districts, and schools are recognizing that extending the traditional school day through quality afterschool programming provides added value in student engagement, attendance, motivation, and achievement. Students most at risk for falling through the cracks or losing ground at grade level can receive the extra help they need to keep up with their higher performing peers. A high-quality afterschool program at Romulus Middle School will provide additional instructional supports in the critical transition years and provide additional learning opportunities and stronger parental and community ties to set and keep students on track to succeed on their path to high school and beyond.

This proposal for afterschool consulting services at Romulus Middle School as part of its School Improvement Grant Application is built on the rigorous findings from a five-year research study funded by the U.S. Department of Education on the practices of high-quality afterschool programs that have the greatest impact with students (Huang, Cho, Mostafavi, & Nam, 2008) and greatest impact on overall school improvement. The basic components of successful programs create a standard and replicable framework for development and implementation, while elements within the framework can be adjusted to meet the individual and priority needs of students, parents, leadership, and the community. The basic components include:

- Program organization
- Academic programming practices and curriculum
- Supportive relationships in afterschool and family engagement
- Program evaluation and outcomes

1: Structural Elements

Learning Point Associates' experience distilling research on quality afterschool programs and its direct experience providing training and technical assistance to schools, districts and not-for-profit partners in their development of strong afterschool programs has led us to develop *Beyond the Bell Start-Up Guide* (attached to this proposal) and *Beyond the Bell: A Toolkit for Creating Quality Afterschool Programs*. These research-driven pieces look at all of the critical elements of development of strong afterschool program to the moment of opening the doors. From planning, to community asset mapping, to structural design and budget development, the *Beyond the Bell Start-Up Guide* provides an interested community with a roadmap for implementation. The *Beyond the Bell* toolkit goes even further, helping guide strong operational and organizational practices to ensure that programs in existence are of high quality and align to the school day. The services we propose for Romulus are to be on-the-ground consultants to guide them through the start-up process and/or development described in *Beyond the Bell*.

There is no one "right" model for a successful afterschool program or system. We know from our deep knowledge of research about quality programming and its development that the best afterschool programming meets the needs of the students, their parents, and the schools they serve. We propose to help Romulus identify the critical academic, social/recreational and enrichment needs of the students in Romulus Middle School by looking at available testing data and helping provide focus groups with key stakeholders. An understanding of parent needs (related to both their own educational/social background and work patterns) is key to designing a program that their children will attend consistently.

When the appropriate needs are identified, we can assist the Romulus group articulate its vision and goals for a successful program to address those needs. At that point, we can help Romulus identify a core of activities and staffing plan reflective of those needs to meet those needs. Developing an understanding of parent needs is a critical action point in this process. In addition to the needs assessment work and program planning, it is also critical to do an appropriate scan of the resources available in the Romulus area for community partnership and leadership development. We have found that developing a vibrant key stakeholder advisory group and effective community partners helps programs leverage their resources, meet their goals and build a foundation for sustainability.

Our suggestion for assistance is to provide at least two staff members for a day-long planning meeting with the key Romulus stakeholders. We will also provide our planning resources and some guidelines for working through them. We can provide phone consultation follow up to Romulus Middle School staff at one- to two- week intervals to help understand the needs identified and best program structure, depending on the planning process and at least one to two additional days of follow up in-person meetings to help facilitate Visioning and Goal Setting and program structure to ensure that it aligns with Romulus Middle Schools improvement and turnaround plans.

2: Metrics and Measurement

Our evaluation team will work closely with school staff to help align measures that demonstrate a tie to school day measures and learning and help identify the support measures for student efficacy to ensure that the students are staying on a positive path. Our evaluation work will ensure that Romulus's plans are appropriate, practical and actionable.

An appropriate evaluation model is critical to measure the intended impact of the afterschool program for assessment and to implement and program improvement cycle. Learning Point Associates' staff has expertise in helping districts and schools determine the best structure for such an evaluation model and how to implement it. We know that it is important to look at reasonable measures that build support for the school day, such as attendance and impact on school day attendance, as well student indicators of satisfaction, self-efficacy and teacher satisfaction.

3: Content

Learning Point Associates knows afterschool. For more than a decade, we have been leaders in the effort to promote quality afterschool programs nationwide. We work with our clients to design, implement, and sustain programs that make the most of a student's time. Our evaluations assess program effectiveness and drive continuous improvement efforts. Education leaders, policymakers, and private foundations turn to us for advice on building the infrastructure at the national, state, and local level that supports solid afterschool programming.

Our afterschool work includes the following:

- Providing professional development, consultation, training, and ongoing support to help program administrators create, improve, and maintain high-quality afterschool programs
 - Our *Beyond the Bell*® *Start-Up Guide* and *Toolkit* are practical, easy-to-use resources for afterschool managers and site coordinators to establish effective programs.
- Designing, implementing, and refining the Profile and Performance Information Collection System (PPICS), the comprehensive national grantee database for the \$1.1 billion-per-year 21st Century Community Learning Centers program
- Advising state and national policy and practice through the dissemination of research-based information on the components and outcomes of quality programs

Our design and evaluation consulting services range between \$12,000-17,000 for the initial work. Implementation costs are based on time and materials for implementation.

Our Staff

Carol K. McElvain, J.D., is a senior program associate at Learning Point Associates. Her recent work has focused on providing afterschool programs with the research-supported tools to improve their quality and meet the needs of the participants they serve. McElvain has worked closely with the 21st Century Community Learning Centers program in several states and nationally, providing assistance, training, and support. She has worked with the national effort at Learning Point Associates to implement, manage, and analyze data collection for state-level programs via the Profile and Performance Information Collection System. McElvain has provided professional development and technical assistance for the Chicago Public Schools Community Schools Initiative program. She has worked on several national efforts to gather promising practices in afterschool programs throughout the country, focusing on intentionality in programming, high-quality academic enrichment activities, and high-quality complementary learning activities and programs. McElvain has been an advocate for special-needs children in the Chicago Public Schools and in educational policy, has been a member of her local school board, and serves on the board of an afterschool program for low-income children in her community. McElvain earned a juris doctor degree from the University of Wisconsin.

Jaime Stephanidis is a program associate at Learning Point Associates, where she works on projects for afterschool programs. She provides training, technical assistance, and professional development to afterschool programs nationally, with a concentrated effort on the 21st Century Community Learning Centers programs in Illinois. Stephanidis has presented at national, regional, and statewide conferences on topics such as sustainability, evaluation, and using data for continuous program improvement. Previously, she worked as a consultant for afterschool programs in need of training, coaching, and guidance. Stephanidis earned a master's degree in industrial/organizational psychology from the University of Tulsa.

Neil J. Naftzger is a senior research associate at Learning Point Associates. He designs, monitors, and supports the implementation of large-scale management information systems and manages evaluations of afterschool programming. Naftzger has been the driving force in the design and deployment of the 21st Century Community Learning Centers (21st CCLC) Profile and Performance Information Collection System (PPICS) and has managed the analytic tasks for the project that have yielded four comprehensive reports on the 21st CCLC program nationwide. He also has provided training and technical assistance to state and grantee users of PPICS on how to respond to the data-submission requirements and to capitalize on the information housed in the system to inform program improvement efforts. Naftzger designs and conducts other evaluations on extended learning time, such as one in South Carolina. He serves as the coprincipal investigator/team leader as part of statewide evaluations of the 21st CCLC program

Romulus Middle School

Description of Deliverables and Pricing

Comprehensive Implementation (Research-Tested Model)

LT School Site Services (Years 1-3)	
❖ Two-day Leadership Institute for all teacher facilitators and administrators. (Includes annual training aligned to level of LT experience, LT Manuals for site leaders, LT workbooks for teachers, access to LT Knowledge Network, CDs with electronic resources & templates, and all institute materials).	
❖ Implementation Support: School Site Advisor Service Days provided by Dedicated LT Advisor. (Includes bi-weekly site visits to support workgroups and facilitators, support and training during the school's monthly facilitator meeting, monthly planning conferences with the principal or admin team, standardized evaluation reports on program implementation, and strategic planning related to each of these settings).	
❖ One-Day Follow-Up Institute for all teacher facilitators	
❖ Four additional strategic service days distributed across the year to be deployed at the discretion of the principal and LT advisor for services such as presentations at faculty or department meetings, additional workgroup visits, meetings or training for coaches, meetings with individual facilitators, additional planning meetings with admin, etc.)	
❖ LT Program Resources: LT manual, materials, latest research, electronic resources, and access to LT knowledge network.	
Approximate Price of LT Implementation Services	\$243,000 (\$81,000 per year x 3 years)
Additional Budgetary Considerations: Cost for compensation or substitutes (related to institutes or other LT settings) is not included in pricing examples and should be considered as part of all the overall budgetary needs for funding LT work.	

In-House Advisor Certification Training (Conducted during Year 3)

- ❖ LT In-House Advisor Certification Training: Monthly 1/2 day training during year 3 of implementation for in-house advisor candidate(x 9 months). Seminar content includes:
- debrief observations of local LT implementation events
 - study the LT research articles and books
 - analyze video cases
 - work through simulations and case studies of implementation scenarios
 - practice teaching/ articulating the core features of the LT model
 - receive direction for monthly observation assignments

Note: After completing the year of certification training, the in-house advisor candidate will begin work supporting schools sites in year 4 resulting in a reduction in Pearson contract price of about 55-60%. The in-house advisor will continue to participate in ongoing settings to receive support, training, and guidance from Pearson LT staff as well as access to the Pearson Learning Teams knowledge base via the LT Advisor Desktop.

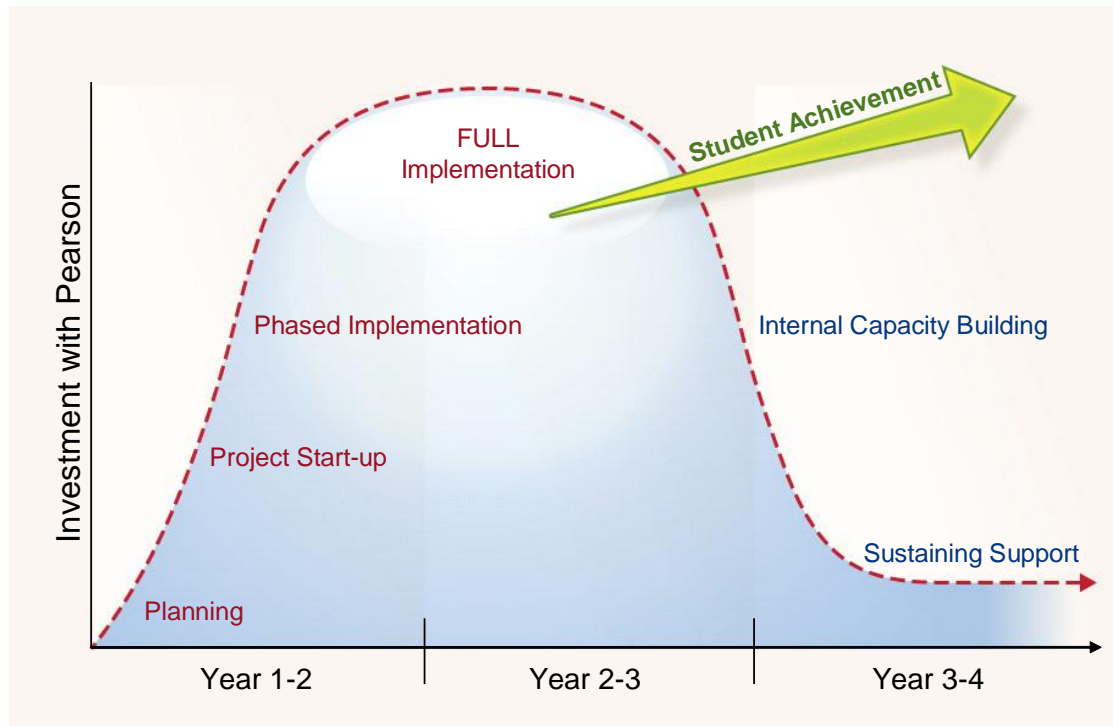
Approximate Price for Advisor Certification Training

\$38,000

Total Amount of Proposed Services

\$281,000

Building Capacity with Certified In-House Advisor



As illustrated in the figure above, typically in year 3 of LT implementation, LT partners begin to assess readiness and make plans for having Pearson provide screening, training and certification services for school or district personnel to become “in-house” advisors and replace Pearson staff for site-level support services. Starting in year 4 this brings about an initial reduction in price of approximately 50-60% per school from the standard full implementation price and prepares the district to transfer capacity for sustaining LT services over the long term. The price then continues to go down in subsequent years as the gradual release model transfers responsibilities from Pearson staff to the local in-house advisor team. The pace of this transition varies widely based on local circumstances so a multi-year timeline is drafted and revised as part of the regular strategic planning meetings during each year of implementation.

Proposal from WestEd Strategic Literacy Initiative for School Improvement Grants 2010-2013

For Romulus Middle School

Main program components:

- 1) Reading Apprenticeship Professional Development (PD). Yr 1 PD= 5 days; Yr 2 PD= 4 days; Yr 3= Teacher Leaders/building capacity.
- 2) On-site coaching; meeting with teams of teachers to look at student work, to assist with fidelity of implementation, using Reading Apprenticeship protocols.
- 3) Leadership Development through advanced Reading Apprenticeship work by teachers and coaches
- 4) Regular (quarterly or more) meetings of WestEd/SLI staff with Romulus Community Schools staff for program updates and alignment with other district efforts

Activities/Participants		Cost per school
Year I	5 days of PD for 40 teachers (plus 2-4 coaches and administrators); TBD	\$30,000
	On-site coaching total of 50 days per school per year (Oct-May, with more days in early part of year less in October due to testing and Dec because of shortened school month); includes on-site work with district instructional coaches and administrators as appropriate. Also includes meeting with teams of teachers to look at student work, to assist with fidelity of implementation, using Reading Apprenticeship protocols.	\$62,500
Year I Total Costs		\$92,500
Year II	On-site coaching total of 50 days per school per year (average 10 days/month Oct-May, with more days in early part of year less in October due to testing and Dec because of shortened school month); includes on-site work with district instructional coaches and administrators as appropriate. Also includes meeting with teams of teachers to look at student work, to assist with fidelity of implementation, using Reading Apprenticeship protocols.	\$62,500
Year II	4 days PD for 40 teachers, dates TBA	\$25,000

Year II Total Costs		\$87,500
Year III	On-site coaching total of 50 days per school per year (average 10 days/month Oct-May, with more days in early part of year; less in October due to testing and Dec because of shortened school month; includes on-site work with district and on-site instructional coaches and administrators as appropriate. In addition, includes leadership development work on-site and meeting with teams of teachers to look at student work, to assist with fidelity of implementation, using Reading Apprenticeship protocols.	\$62,500
Year III Total Cost		\$62,500
TOTAL COSTS		\$242,500

Additional cost considerations: In Year 3, you might want to include salary for 2 “Teacher Leaders” to be covered for 3 periods a day for work with other teachers, as they are being coached, through Leadership Development, to do this work with colleagues, developing on-site capacity to replace the Reading Apprenticeship coaches from WestEd. You may also need to include stipends and/or substitute coverage for teachers’ time for PD and/or release time from classes for PD during the academic year.



Wayne County Mathematics and Science Center
Wayne County RESA in collaboration with
The University of Michigan-Dearborn

Fall 2010
Mathematics Institute
Title I (PM3)2 – Grades 6-8 Year 2

When: Classes run from 8:30 am – 3:30 pm

Thursday	November 4, 2010	Annex, Rooms 2/3
Tuesday	December 14, 2010	Annex, Rooms 2/3
Thursday	January 6, 2011	Rooms B/C
Wednesday	February 2, 2011	Rooms B/C
Tuesday	March 1, 2011	Rooms A/B
Tuesday	March 29, 2011	Annex, Rooms 2/3
Tuesday	April 19, 2011	Annex, Rooms 2/3
Wednesday	May 11, 2011	Rooms B/C

Following are the items that were included in Year 1

- An 8 session series of mathematics institutes with an option to earn three graduate credits. (We pay the University of Michigan - Dearborn for instruction, graduate credit option does not cost the program. Interested individuals pay for credit)
- A document camera and projector for classroom use
- Classroom sets of materials used in the institutes
- Coach attends institutes and returns to each participant's classroom and helps implement new strategies. Coach also meets individually with each participant to support good instruction.
- Coach facilitates monthly after school meetings for participants to collaborate and plan together
- Participant receives stipend (\$50 per meeting) for attending after school meetings (approximately \$400 per participant)



NNPS helps preschools, elementary, middle, and high schools organize research-based and goal-oriented programs of school, family, and community partnerships. NNPS also guides district and state leaders to encourage and guide every school to create a welcoming climate of partnership and to implement involvement activities linked to school goals for student success

No longer left to chance or to one parent or educator, a program of family and community involvement must be planned and implemented by an [Action Team for Partnerships](#) (ATP) – a committee of educators, parents, and community partners who work together to engage all families and the community in productive ways. Each school tailors its annual partnership plans and activities to meet its learning goals for students and to meet the needs and interests of its students, parents, and teachers. Each school evaluates its efforts and continually improves the quality of its partnership program.

The NNPS School Model includes four essential elements:

- [Action Team for Partnerships](#)
- [Framework of Six Types of Involvement](#)
- [One-Year Action Plan for Partnerships](#)
- [Program Evaluation](#)

Schools proceed step by step to establish and strengthen their partnership programs. The NNPS [Partnership Planner](#) provides a timeline and sequence of activities to guide schools' Action Teams for Partnership through the year.

All schools in the National Network of Partnership Schools (NNPS) use an Action Team for Partnerships (ATP) to organize and sustain a program of school, family, and community partnerships. With an ATP, teachers, administrators, parents, community members, and others can work together to connect family and community involvement with school improvement goals. The ATP in each school aims to:

- Create a welcoming school environment for families
- Engage families and the community in ways that support student achievement and success

What is an Action Team for Partnerships?

The ATP is the “action arm” or committee of the School Improvement Team or School Council. Although the ATP members oversee the school's partnership program, other teachers, parents, students, administrators, and community members also may lead family and community involvement activities.

What does an Action Team for Partnerships do?

Each school's ATP will conduct the following activities:

- Write a [One-Year Action Plan for Partnerships](#) (see [definition](#)) with activities linked to selected goals in the School Improvement Plan
- Integrate all family and community involvement activities conducted by teachers and school groups in the One-Year Action Plan for Partnerships
- Recruit and recognizes other teachers, parents, community members for leadership and participation in family and community involvement activities
- Implement, coordinate, publicize, and oversee the planned involvement activities
- Monitor progress, assess the strengths and weaknesses of implemented involvement activities, document results, and resolve problems
- Report progress to the School Council (or School Improvement Team) and to the faculty, PTA/PTO, local media, and other groups
- Replace departing ATP members
- Continue improving the school's program of family and community involvement

Who is on an Action Team for Partnerships?

An ATP typically has 6 to 12 members and must include:

- The school principal
- Two or three teachers from different grade levels
- Two or three parents with children in different grade levels

- The parent liaison
- A PTA/PTO officer or representative
- Two students from different grade levels (on high school ATPs)

The ATP should also include:

- Members from the community at large, including: business partners, interfaith leaders, representatives from literary, cultural, civic, and other organizations.
- Others who are central to the school's work with families, including: the school nurse, social worker, instructional aide, counselor, other administrator, secretary, grandparent raising a child in the school, custodian, or etc.

How is an Action Team for Partnerships organized?

An Action Team for Partnerships (ATP) may be organized in one of two ways:

By Improvement Goal

ATP members split into subcommittees for four school improvement goals for student success: two academic goals, one nonacademic goal, and one overall partnership goal for a welcoming school environment.

By Type of Involvement

The ATP forms six subcommittees or work groups. Each subcommittee designs and oversees activities for one of the [Six Types of Involvement](#) (see [definition](#)) to support student success.

The ATP meets as a whole team at least once a month to coordinate and monitor all activities. Subcommittees meet as needed to plan and implement activities in the One-Year Action Plan for Partnerships.

How is leadership delegated?

Any ATP member who has the respect of all other members may serve as the chair. NNPS recommends that co-chairs, often one parent and a teacher or school administrator, share leadership responsibilities. Leaders should have excellent communication skills and an understanding of the partnership approach. At least one member of the ATP also may serve on the school improvement team, school council, or other decision-making body as a “linking leader” to report plans and progress on partnerships. Co-chairs also should lead each subcommittee of the ATP.

Why is the Action Team for Partnerships so important?

Having a team with at least six members (or as many as twelve or more) ensures that responsibilities for leadership and conducting planned activities can be delegated so that no one is overburdened and the work of the ATP will continue even if some members move or change schools or positions.

ATP members serve renewable terms of two to three years, with replacement of any who leave in the interim. Other thoughtful variations in assignments and activities may be created by small or large schools using this process.

Some of the trainings include:

Awareness Session: Partnerships Then and Now

Explore the history of partnerships over time and see how research has improved our understanding of how to develop comprehensive programs of school, family, and community partnerships linked to student achievement and success in school. This overview of NNPS research and model is a first step toward partnership program development. It is designed, as an awareness session, to increase understanding of new directions for developing excellent programs of family and community involvement. It is appropriate for any/all audiences of district leaders, principals, other administrators, counselors, parents, teachers, and community partners.

A. Work Together with Multicultural Families: Create a Welcoming Climate

Identify the strengths of your racially, culturally, and linguistically diverse school community, Understand cultural variations and perspectives on parental involvement and eliminate racial and ethnic stereotypes. Gather ideas to build a welcoming climate of partnerships for all families. Learn about research-based strategies and promising practices that support partnerships with all families.

B. Develop Effective Partnerships in Middle and High Schools

Gain strategies to increase family and community involvement in middle and high schools by focusing on teen-appropriate activities linked to student achievement and other indicators of success in school. Current research on parent involvement in middle and high schools and promising partnership practices will be shared.

C. Involve Fathers in Partnership Activities

Discover ways that schools can increase participation of fathers and other positive male role models in their children's education. Explore practices to overcome challenges and strengthen father involvement.

D. Ensure Successful Transitions of Highly Mobile Students and Families

Gain strategies to address challenges of involving highly mobile families in your partnership program. Design activities to create a welcoming climate for families who are new to the school or enter mid-year, including migrant families, military families, families that relocate, homeless families, and others.

E. Involve Single Parents in Partnership Activities

Discover ways that schools can help single parents and “one-parent-at-home” households become involved in their children’s education. Explore practices to overcome challenges to welcome and involve these families.

H. Unify Plans for Partnerships in School and After-School Programs

Explore ways that regular schools and after-school programs can collaborate to create more *unified* programs of school, family, and community partnerships. Discuss challenges that arise when trying to coordinate school programs with 21st CCLC and other after-school programs to increase family involvement and identify strategies to overcome these challenges.

M. Develop and Sustain Effective Action Teams

Learn strategies that encourage effective teamwork and discuss ways to meet challenge of ineffective leadership, poorly-functioning teams, unclear team procedures, and poor communications among team members.

P. Reveal the Secret: All Teachers Contribute to Your Partnership Program

Gain strategies for school and district leaders to engage all teachers, administrators, staff, and school groups in school-based partnership programs. Gather ideas on how everyone’s efforts, in addition to the Action Team for Partnerships, contribute to a full partnership program. Explore a new NNPS tool to include every

TIPS Interactive Homework

Learn about the *Teachers Involve Parents in Schoolwork (TIPS) Interactive Homework* process and how to design and implement a TIPS program in one or more subjects. Examine NNPS’s TIPS resources (over 500 interactive assignments) and create a TIPS interactive homework activity to match your curriculum in math, science, language arts, or other subjects. TIPS Interactive Homework strengthens Type 4-Learning at Home, as teachers’ assignments guide students to show and share their work and ideas with a family partner without requiring a parent to teach school subjects.

R. Focus Partnerships on Improving Students’ Reading and Literacy Skills

Learn strategies for increasing student reading and language arts achievement with family and community involvement. Hear about research on partnership programs linked to student achievement in literacy. Participants will draft a plan for research-based activities involving families and the community to improve students’ literacy development.

S. Focus Partnerships on Academic Goals for Student Success in Reading, Math, and/or Science

Gain strategies to link schools’ One-Year Action Plans for Partnerships to goals in the school improvement plan. Learn about research on partnership programs linked to student achievement across grade levels in reading, math, and/or science

U. Make Big Decisions: Involve Families with Students to Plan Postsecondary Paths

Gain strategies to help students and families make postsecondary plans for college or careers. Learn research results and identify promising practices on how parents and community partners can guide students in middle and high school to plan for their futures.

- ☐ The **One-Day Workshop for Action Teams for Partnerships** is an NNPS requirement for preparing school teams to understand, plan, and implement a research-based partnership program. Any number of schools teams may be included in a workshop, based on the facility.
- ☐ The two-day **District Leadership Institute (DLI)** is an intensive workshop for district leaders and facilitators who will guide multiple schools' in developing their partnership programs. The DLI also is for organization and state leaders for partnerships who will train and work with district leaders in their locations.
- ☐ Topical workshops may be conducted as 1½ - 2½ hour sessions. One or two workshops can be presented per day by an NNPS facilitator.
- ☐ Workshops are arranged through direct communications with NNPS Facilitators at least one month in advance, as schedules permit.
- ☐ Workshops will be scheduled with Facilitators, by contract, for \$1500 per day, plus travel and related expenses.
- ☐ Workshops and presentations by the NNPS Director and Researchers must be arranged individually and will be on a different rate scale. This includes keynote addresses, research panels, workshops on evaluation, and other special topics.

NNPS Director

Dr. Joyce L. Epstein 410-516-8807 jepstein@csos.jhu.edu

For more information on NNPS and how to join, visit the website at
www.partnershipschools.org